COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.
   a. Submitted by the College of: Education
   b. Department/Division: Curriculum & Instruction
   c. Is there a change in “ownership” of the course? YES ☐ NO ☒
      If YES, what college/department will offer the course instead? ______
   d. What type of change is being proposed? ☐ Major ☒ Minor
      (place cursor here for minor change definition)
   e. Contact Person Name: Susan Nelson Wood
      Email: susan.wood@uky.edu
      Phone: 850-322-4087
   f. Requested Effective Date: ☐ Semester Following Approval OR ☒ Specific Term: F 2012

2. Designation and Description of Proposed Course.
   a. Current Prefix and Number: EDC 330
      Proposed Prefix & Number: EDC 330
   b. Full Title: DESIGNING A READING AND LANGUAGE ARTS PROGRAM FOR THE MIDDLE SCHOOL
      Proposed Title: Writing in the Content Areas
   c. Current Transcript Title (if full title is more than 40 characters): ______
      Proposed Transcript Title (if full title is more than 40 characters): ______
   d. Current Cross-listing: N/A OR Currently Cross-listed with (Prefix & Number): ______
      Proposed – ☐ ADD Cross-listing (Prefix & Number): ______
      Proposed – ☐ REMOVE Cross-listing (Prefix & Number): ______
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.
      Current: Lecture 35 Laboratory 15 Recitation 48 Discussion 35 Indep. Study 48
      Clinical 15 Colloquium 48 Practicum 48 Research 48 Residency 35
      Seminar 48 Studio 35 Other – Please explain: ______
      Proposed: Lecture 24 Laboratory 48 Recitation 48 Discussion 48 Indep. Study 48
      Clinical 48 Colloquium 48 Practicum 48 Research 48 Residency 48
      Seminar 48 Studio 48 Other – Please explain: ______
   f. Current Grading System: ☐ Letter (A, B, C, etc.) ☐ Pass/Fail
      Proposed Grading System: ☐ Letter (A, B, C, etc.) ☐ Pass/Fail

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
   a. change in number within the same hundred series;
   b. editorial change in the course title or description which does not imply change in content or emphasis;
   c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
   e. correction of typographical errors.
   *...for the specific purposes of the minor exception rule, the 600-799 courses are the same “hundred series,” as long as the other minor change requirements are complied with. [RC 1/15/09]

1 See comment description regarding minor course change. Minor changes are sent directly from dean’s office to Senate Council Chair. If Chair deems the change as “not minor,” the form will be sent to appropriate academic Council for normal processing and contact person is informed.
2 Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
3 Signature of the chair of the cross-listing department is required on the Signature Routing Log.
4 Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
5 Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
## COURSE CHANGE FORM

| g. | Current number of credit hours: | 3 | Proposed number of credit hours: | 3 |
| h. | Currently, is this course repeatable for additional credit? | YES ☐ NO ❑ | Proposed to be repeatable for additional credit? | YES ☐ NO ❑ |
| | If YES: Maximum number of credit hours: | | |
| | If YES: Will this course allow multiple registrations during the same semester? | YES ☐ NO ❑ |
| i. | Current Course Description for Bulletin: | A study of materials and techniques useful in the diagnostic teaching of reading and other language arts with students in grades 5-8. The course will emphasize materials, techniques, and procedures which diagnose individual strengths and weaknesses, and prescriptive instruction based upon the diagnosis. Lecture, three hours; laboratory, one hour. | Proposed Course Description for Bulletin: | Development of competencies for the teaching of writing and other language arts, including digital texts and other 21st century platforms, to groups. This course is in conjunction with a four-week field experience, consisting of 2 two-week placements in the candidate’s areas of content concentration. |
| j. | Current Prerequisites, if any: | EDC 329, Admission to Teacher Education, or permission of instructor. | Proposed Prerequisites, if any: | EDC 327, or permission of instructor |
| k. | Current Distance Learning (DL) Status: | ☒ N/A ☐ Already approved for DL* ☐ Please Add* ☐ Please Drop* |
| | *If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ☐ ) that the proposed changes do not affect DL delivery. |
| l. | Current Supplementary Teaching Component, if any: | ☐ Community-Based Experience ☒ Service Learning ☐ Both | Proposed Supplementary Teaching Component: | ☐ Community-Based Experience ☒ Service Learning ☐ Both |
| 3. | Currently, is this course taught off campus? | YES ☐ NO ❑ | Proposed to be taught off campus? | YES ☐ NO ❑ |
| 4. | Are significant changes in content/teaching objectives of the course being proposed? | YES ☐ NO ❑ | If YES, explain and offer brief rationale: | |
| 5. | Course Relationship to Program(s). |
| | a. Are there other depts and/or pgms that could be affected by the proposed change? | YES ☐ NO ❑ | If YES, identify the depts. and/or pgms: |
| | b. Will modifying this course result in a new requirement⁷ for ANY program? | YES ☐ NO ❑ | If YES, list the program(s) here: |
| 6. | Information to be Placed on Syllabus. |

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⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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## COURSE CHANGE FORM

<table>
<thead>
<tr>
<th>a.</th>
<th>Check box if changed to 400G or 500.</th>
<th>If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)</th>
</tr>
</thead>
</table>

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COURSE CHANGE FORM

General Information:

Course Prefix and Number: **EDC 330**
Proposal Contact Person Name: **Susan Wood**
Phone: **850-322-4087**
Email: **susan.wood@uky.edu**

**INSTRUCTIONS:** Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School Teacher Education Program Faculty</td>
<td>9/8/2011</td>
<td>S. Wood / 850-322-4087 / <a href="mailto:susan.wood@uky.edu">susan.wood@uky.edu</a></td>
<td>/ /</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>10/7/2011</td>
<td>P. Fawson / 859-257-0767 / <a href="mailto:parker.fawson@uky.edu">parker.fawson@uky.edu</a></td>
<td>/ /</td>
</tr>
</tbody>
</table>

**External-to-College Approvals:**

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
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<tr>
<td>Graduate Council</td>
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<tr>
<td>Health Care Colleges Council</td>
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<tr>
<td>Senate Council Approval</td>
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<td>University Senate Approval</td>
<td></td>
</tr>
</tbody>
</table>

Comments: 

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* Councils use this space to indicate approval of revisions made subsequent to that council’s approval, if deemed necessary by the revising council.
EDC 330: Writing in the Content Areas

SYLLABUS

“Research and Reflection for Learning and Leading”

Instructor: Dr. Laurie Henry
Office Location: 317 DH
Phone Number: 257-7399
Email: lauriehenry@uky.edu
Virtual Office Hours: Arranged individually through email; Telesupervision and Skype access also available
Preferred method for contacting instructor: Email
Anticipated Response Time: 2 days

Course Description:

Development of competencies for the teaching of writing and other language arts, including digital texts and other 21st century platforms, to groups. This course is in conjunction with a four-week field experience, consisting of 2 two-week placements in the candidate’s areas of content concentration. Prereq: EDC 327, or consent of instructor.

Student Learning Outcomes:

Students will
1. Increase their understanding of developmentally appropriate practices to promote middle school students’ growth in reading, writing, listening, speaking, viewing, and visually representing.
2. Design, implement, and reflect upon writing instruction for middle grade students with subject-specific writing-to-learn strategies in real classroom settings.
3. Become familiar and experiment with a digital writing workshop approach to learning
and teaching.
5. Become familiar with the Common Core Standards for writing in the content areas; you will also learn how to use the standards to design instruction.

**Required Materials:**

Description of Course Activities and Assignments

Course Assignments

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Total Points</th>
<th>Assessment Tool</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Daily Participation &amp; Attendance (process)</td>
<td>10 points</td>
<td>Anecdotal notes</td>
<td>TBA</td>
</tr>
<tr>
<td>2. Leadership in Class Discussion</td>
<td>10 points</td>
<td>Checklist</td>
<td>TBA</td>
</tr>
<tr>
<td>3. Fieldwork journal</td>
<td>20 points</td>
<td>Checklist &amp; analytic rubric</td>
<td>TBA</td>
</tr>
<tr>
<td>4. Field Experience Reflection</td>
<td>30 points</td>
<td>Analytic rubric</td>
<td>TBA</td>
</tr>
<tr>
<td>5. NING online community (process)</td>
<td>10 points</td>
<td>Checklist</td>
<td>TBA</td>
</tr>
<tr>
<td>5. Work sample lesson (product)</td>
<td>10 points</td>
<td>Analytic rubric</td>
<td>TBA</td>
</tr>
<tr>
<td>5. Site Description (product)</td>
<td>10 points</td>
<td>Analytic rubric</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>100 points</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary Description of Course Assignments

DAILY PARTICPATION AND ATTENDANCE
- Students will be required to participate in individual and/or group activities carefully chosen to scaffold learning. Attendance and participation must be high priority aims.

LEADERSHIP IN CLASS DISCUSSIONS
- Each student will provide leadership for colleagues by taking on the role of discussion leader or facilitator, including reading and reflecting upon the given week’s required readings and selecting key information to emphasize in discussion, locating at least one additional related source and providing the group with information (either verbal, written, or visual) to extend the group’s understanding of the topic, and using appropriate instructional strategies to actively engage the group in experiences to enhance understanding of the topic.

FIELDWORK JOURNAL
- Each journal entry should include documentation of the six language arts (reading, writing, speaking, listening, viewing, and visually representing). In addition, you will document modifications for exceptional learners and technology use you observe in the classroom.

FIELD EXPERIENCE REFLECTIONS
- Students will reflect on the work during your field placement. Student will describe moments of learning, include connections to ideas and concepts that have been presented in your coursework thus far (within this course as well as other courses you are taking).

NING ONLINE COMMUNITY
• Students will participate in a collaborative online community with your peers and faculty in the middle school program. You can Personalize your My Page, post an original blog or forum entry, share a resource with description, comment on a blog entry, post an event, participate in forum discussion, RSVP to an event, post a video with description.

**Teacher Work Sample LESSON, for which candidates design and teach a lesson to a small group of student learners to include evidence of**

• Assessment of learners
• Communication of assessment results to the learner and cooperating teacher
• Design, implement, manage, and assess instruction to meet learning objectives and support development of student knowledge, performance, and abilities
• Reflection and evaluation on teaching and learning
• Use of technology where appropriate in assessment, teaching, and communicating results

**SITE DESCRIPTION to include evidence of**

• Observation of setting
• Description of strengths and needs of the site
• Reflection on students “fit” with the environment
• Identification of strengths that student can bring to the site with potential for leadership

**Course Grading**

Grading scale for undergraduates:

- 90 – 100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 59-below = F

**Final Exam Information**

Date, time, location, other information - TBD

**Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar ([http://www.uky.edu/Registrar/AcademicCalendar.htm](http://www.uky.edu/Registrar/AcademicCalendar.htm))

**Course Policies:**

**Submission of Assignments:**

Assignments will be submitted electronically and will be placed in the student’s portfolio.

**Attendance Policy**

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the
Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: [http://www.uky.edu/Ombud](http://www.uky.edu/Ombud). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online [http://www.uky.edu/StudentAffairs/Code/part2.html](http://www.uky.edu/StudentAffairs/Code/part2.html)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a
paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.
## Tentative Course Schedule

### Calendar – Semester 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Instructor Notes (as needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1</td>
<td>Course introduction. Defining the English Language Arts. Culturally Responsive Teaching</td>
<td></td>
</tr>
<tr>
<td>Week #2</td>
<td>Content Area Literacy 21st Century Literacies Literature Circles (planning)</td>
<td></td>
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<tr>
<td>Week #3</td>
<td>Theoretical Foundations Expository Texts—Historical Literacy Instruction</td>
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<tr>
<td>Week #4</td>
<td>Writing to Learn Strategies</td>
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<tr>
<td>Week #5</td>
<td>The Writing Process, Audience and Authenticity</td>
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<tr>
<td>Week #6</td>
<td>Writing Workshop Academic Vocabulary</td>
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<tr>
<td>Week #7</td>
<td>Public Writing, Teaching Adolescents Motivation &amp; Engagement</td>
<td></td>
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<tr>
<td>Week #8</td>
<td>Developing Lesson Plans</td>
<td></td>
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<tr>
<td>Week #9</td>
<td>Differentiating Writing Instruction</td>
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<tr>
<td>Week #10</td>
<td>Candidates in field</td>
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<td>Week #11</td>
<td>Candidates in field</td>
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<td>Week #13</td>
<td>Candidates in field</td>
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<td>Week #14</td>
<td>Open Responses &amp; On-Demand, Assessments</td>
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<td>Week #15</td>
<td>Internet-based Reading, Writing, and Communicating</td>
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<tr>
<td>Week #16</td>
<td>UK exam week</td>
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