Originating Course Information

Offering of Education: Teaching & Learning 5892: Workshop
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Off Campus
Term of Offering Spring 2013 - Regular Academic Term
Level/Career Graduate, Undergraduate
Rationale for proposing this offering Outreach and Engagement
Description for this offering This is a hands-on course to introduce educators to the English Language Arts Common Core Standards. The purpose of the course is to thoroughly understand the ELA strands as well as key features of their progression and integration.

Attachments

- OneTimeSupplementSP13.doc
  (One Time Form Supplement. Owner: Mercerhill,Jessica Leigh)
- Common Core State Standards Course.docx
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

- Approved 8/8/12 (by Mercerhill,Jessica Leigh on 08/08/2012 10:02 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>08/08/2012 10:02 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>08/08/2012 10:03 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Odum,Sarah A. Zircher,Andrew Paul</td>
<td>08/08/2012 10:03 AM</td>
<td>College Approval</td>
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</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) **off-site**
2. Enrollment Capacity _________________
3. Waitlist Capacity _________________
4. Final Exam:
   - [ ] Yes  
   - [x] No  
   - [ ] Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)
   a. Exam Seat Spacing _________________
5. Special Instructions or Additional Information


6. Class Search Title (18 character limit) **ELA Common Core** _________________
7. Display in Class Search:
   - [x] Yes  
   - [ ] No  
8. Credit Hours  3 _________________

9. Course Components (check all that apply):
   - Lecture

10. Graded Component (check one):
   - Lecture

11. Campus of Offering (check all that apply):
   - [x] Columbus  
   - [ ] Marion
   - [ ] Newark
   - [ ] Lima
   - [ ] Mansfield
   - [ ] Wooster (ATI)

12. Prerequisites and Exclusions **N/A**

13. Permission to Enroll in this course:
   - [ ] No Consent needed  
   - [ ] Department Consent
Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date January 9-April 3, 2013

2. Previous quarter(s) of offering and enrollment Spring Quarter, 2012

3. Expected enrollment for proposed quarter of offering 20-30

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site Ft. Hayes High School

6. Will course be taught in distance learning format: □ Yes □ No

7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
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<td>3</td>
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<table>
<thead>
<tr>
<th>Class/Lab Contact Time:</th>
<th>39 hours</th>
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<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>none</th>
</tr>
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<table>
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<tr>
<th>Exclusion or Limiting</th>
<th>none</th>
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<table>
<thead>
<tr>
<th>Grade Options (Check)</th>
<th>□ Letter □ S/U □ Progress</th>
</tr>
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<table>
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<tr>
<th>Number of Hours of out-of-class preparation required:</th>
<th>78</th>
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</table>

<table>
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<tr>
<th>Total hours of class meetings:</th>
<th>39</th>
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</thead>
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8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

same

Instructor           Susan Hayward           Rank   adjunct

Qualifications (explain any difference in rank/qualification from on-campus instructors)

N/A
Explain differences in teaching arrangements from on-campus offerings
N/A

Student Services (explain how they will be provided to off-campus students):

Registration CPS will do registrations

Office Hours before and after class

Academic Advising before and after class

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________ 5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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<tbody>
<tr>
<td>Primary</td>
<td>Yes</td>
<td></td>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
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<tbody>
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<td>2</td>
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<td>4</td>
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<td>5</td>
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9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [ ] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
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9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
   [ ] Clinical       [ ] Lecture
   [ ] Field Experience [ ] Recitation
   [ ] Independent Study [ ] Seminar
   [ ] Lab           [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience [ ] Flexibly Scheduled
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9. Notes: ______________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
The Ohio State University  
College of Education and Human Ecology  

_Understanding the Language Arts Common Core Standards_  
EDUTL 5892  
3 graduate credit hours  
Spring Semester, 2013  
Wednesday, 6:00-9:00 p.m.

Susan Hayward, Ph.D.  e-mail: hayward.16@osu.edu  office hours: by appointment

**Course Description/Rationale:** This is a hands-on course to introduce educators to the English Language Arts Common Core Standards. The purpose of the course is to thoroughly understand the ELA strands as well as key features of their progression and integration. One of the biggest changes that educators will see is the emphasis on the informational text component of the standards.

**Objectives:** As a result of taking this course, students should be able to:

- Understand the ELA strands as well as key features of their progression and integration.
- Describe how the anchor standards progress for each strand
- Explain the importance of text complexity to the reading standards
- Understand the definitions of the three writing genres
- Trace the development of argumentation through the grade spans
- Understand the impact of the Common Core State Standards on content, instruction, and assessment
- Understand the importance of the College and Career Readiness anchor standards in all four strands
- Understand implications for the literacy standards in history/social studies, science, and technical subjects (specific to 6-12)

**Diversity Statement:** All students will be treated equally and all persons will be able to share freely and openly without judgment. The diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present course materials, discussions, and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestion about how to improve the value of the diversity in this course is encouraged and appreciated.

**Statement of Student Rights:** Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.
Topical Outline: This is a tentative schedule. You are required to read the material listed under each class discussion.

Week One/Two: The Common Core Standards: Overview
- The research supporting key elements of the ELA Standards
- Discuss Appendix A of the ODE English Language Arts Common Core State Standards and Model Curriculum Development
- Presentation of the ODE website and sharing of all key ELA documents
- Discuss layout and organization of the new document
- video overview from on Social Studies lesson

Week Three/Four: Reading and Understanding the New Model
- Understanding the ELA framework:
  - explanation of grade levels and grade bands
  - general purpose of the standards
  - what is distinctly not covered in the documents
  - instructions for how to read the document
- Bring the following documents: ELA Common Core Standards and your grade level PDF document, Appendix B (you do not need to read these, you need to bring them)

Week Five/Six: Reading Standards for Literature
- Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus
- Visit: PARCC website and watch the video "Bringing Common Core to Life"
- Discuss: Bringing Common Core to Life Handout, be prepared to discuss the lesson provided in the handout

Week Seven: Reading Standards for Literature
- Determine big ideas and review best practices on strategies
- Review exemplars in Appendix B

Week Eight: Reading Standards for Informational Text
- Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus

Week Nine: Reading Standards for Informational Text
- Determine big ideas and review best practices on strategies
- Review exemplars in Appendix B
Week Ten: Reading Standards: Foundational Skills

- Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus
- Determine big ideas and review best practices on strategies
- Review exemplars in Appendix B

Week Eleven: Writing Standards

- Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus

Week Twelve: Writing/Speaking and Listening Standards

- Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus
- Determine big ideas and review best practices on strategies
- Review exemplars in Appendix B

Week Thirteen: Language Standards

- Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus
- Read Appendix C
- Determine big ideas and review best practices on strategies
- Review exemplars in Appendix B

Course Requirements:

Assignments:

A. Attendance and Participation (10%)

B. Reflective Journal (30%): A reflective journal should be maintained throughout the course on the weekly readings, topics, and class discussions. In addition, reflections on one’s current practices, changing paradigms, new understandings, and “wonderings” should be included in the journal as it relates to the course content. Journals are on the day of class. These may be submitted as a hard copy or via email. Each journal entry should be two pages in length, double spaced, and a 12 point font.

C. Unit of Study (40%): Choose one of the following:
1. **Writing Unit**: Create a unit of study based on the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. This is the cornerstone of the writing standards in K-12.

2. **Reading Unit**: The ELA standards require specific readings/genres (classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare). Pick a new area of focus and create a unit of study around the topic/genre. Refer to the exemplars as a guide.

3. **Vocabulary Unit**: The ELA standards expect that students will grow their vocabularies "through a mix of conversations, direct instruction, and reading". The ELA standards focus on students determining word meanings, appreciating the nuances of words, and steadily expanding their repertoire of words and phrases. Create a vocabulary unit based on this information and discuss how it will be embedded in reading, writing, speaking, and listening.

D. **Personal Narrative (20%)**: Because college and career readiness overwhelming focuses on complex texts outside of literature, the ELA standards ensure students are being prepared to read, write, and research across the curriculum. *How will you support the content teachers with informational text and strategies?*

****Additional details and examples on these assignments will be given in class.

**ALL ASSIGNMENTS ARE DUE ON OR BEFORE THE EXAM DATE**

**Grading Scale:**

**Satisfactory:**
- Completion of all course requirements and expectations
- A passing grade is 80% or more on class assignments
- You may miss no more than one class to pass this course

**Unsatisfactory:**
- Failure to fulfill all course requirements and expectations
- 80% or below in points for class assignments
- Two or more missed classes (professor has the right to approve missed classes for extenuating circumstances)

**Required Readings:**
- ODE website, materials in section on ELA Common Core Standards