WASHINGTON STATE UNIVERSITY
MAJOR CURRICULAR CHANGE FORM - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 01/04/2014
☐ New course ☐ Temporary course ☐ Drop service course
☐ Variable credit ☐ Increase credit (former credit ___)
☐ Number (former number ___)
☐ Crosslisting (between WSU departments) (Must have both departmental signatures)
☐ Conjoint listing (400/500)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in _______ (Must have GenEd Committee Approval)
☐ Professional course (Pharmacy & Vet Med only) ☐ Graduate credit (professional programs only)
☐ Other (please list request)

TCH_LRN  586  Seminar in Language, Literacy, and Technology
course prefix  course no.  title

Graduate standing:
credit lecture hrs lab hrs studio hrs prerequisite
per week per week per week

Description (20 words or less): This course addresses student needs in becoming professionals in the areas of research, teaching, and service. This LLT doctoral student seminar is designed as a complement to required courses. Use: tools for professional development in these areas. See email.

Instructor: Joy Egbert
Phone number: 335-7277
Email: jegbert@wsu.edu

Contact: Julie Killinger
Phone number: 335-7296
Email: juliek@wsu.edu

Campus Zip Code: 2132

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/date  5-8-13  Dean/date  9-27-13  General Education Com/date

Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary) *  Graduate Studies Com/date

All-University Writing Com/date  Academic Affairs Com/date  Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Rationale for TCH_LRN 586

There are two overall purposes for this seminar. The first is to provide Language, Literacy, and Technology (LLT) doctoral students with the fundamental ideas and experiences required to become a professional in the field of education. Thus, students will have repeated opportunities to analyze and discuss issues in research, service, and teaching. Second, the seminar will introduce students to a broad range of topics in the field of education that they might not have seen or studied deeply enough in their emphasis coursework. Building upon texts that address foundations of professorship, the instructor and students will choose additional readings, balancing student interest and need with exposure to a broad spectrum of topics in language, literacy, and technology education and the professoriate. Finally, students participating in the seminar will develop skills needed to confidently participate in the scholarly community, as well as effectively communicate with diverse audiences.

The connections between this course and the College’s conceptual framework are evident in the course objectives, requirements, and content. By increasing their knowledge about and skills in effective research, teaching, and service, this course will help graduate students be able to address problems of schools, communities, and higher education.
College of Education Conceptual Framework
The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Credits: 1 credit – graded (may be repeated for credit; cumulative maximum 3 hours)

Course meeting time:

Prerequisites: Graduate standing; doctoral students only unless with permission of the instructor.

Course Description
We recognize that, although doctoral students must become expert in conducting research in their area, there is more to being a scholar and professor than doing research. This course addresses student needs in becoming professionals in the areas of research, teaching, and service. This LLT doctoral student seminar is designed as a complement to courses required of all LLT doctoral students in the College of Education.

Course Objectives
Each student will take the course three times. Each semester the topic will be different, focusing on either research, service, or teaching on a rotating basis. In addressing these three areas --research, service, and teaching-- students will work on aspects of becoming a scholar and professor by building on foundational knowledge and applying skills acquired in other courses, potentially including: writing conference proposals, creating professional or teaching presentations, reviewing journal articles as part of editorial review boards, conducting interviews, analyzing data more deeply or in new ways, creating syllabi, grading assignments, acquiring the skills for leading effective discussions, practicing reading, understanding, conducting, and critiquing research specific to LLT, developing the skills necessary to effectively communicate the purposes, findings, and strengths / limitations of a given investigation and actively engaging in the culture of scholarship in the College of Education.

Required Texts


A packet of seminar readings that relate to the semester's topics will be available for purchase from the bookstore.

Sample Additional Readings
Possible additional readings include both disciplinary and practical texts. These may include:
Course Schedule

This course meets for 8 sessions per semester, 2 hours each, in a seminar format.

Assignments

1. Reading and Participation: Students are expected to attend each seminar class and be prepared to discuss the required material (80 points). Once per session each student will serve as Discussion Leader, responsible for leading a brief discussion about the particular reading(s) assigned for the class session (20 points). The task includes helping the class identify main ideas and applications and working on discussion-leading skills.

2. Tasks: Students will complete two tasks during the semester that relate to the topic of the course. For the research semester of the course, these might include reviewing journal articles, summarizing a research paper, coding or otherwise analyzing data in areas where students feel a weakness, or giving a professional presentation to another class for practice. Each task will be worth 25 points based on a rubric provided by the instructor.

3. Peer Reviews: Students will be asked to review the work of their peers at least twice during the semester. Reviews will follow professional guidelines. Each review will be worth 25 points for relevance, clarity, and completion.

4. Course Project: Each student will complete a course project related to the semester's course topic. The course project might include writing an article for publication based on coursework in other classes, developing a syllabus for a course in their area of expertise, creating student evaluations or a tenure guide, or any number of other projects that will be enumerated by the instructor and students. The course project will be worth 100 points based on criteria provided by the instructor.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Participation</td>
<td>A = 95 - 100 %</td>
</tr>
<tr>
<td>Reading Leader</td>
<td>A- = 91 - 94 %</td>
</tr>
<tr>
<td>Tasks</td>
<td>B+ = 88 - 90 %</td>
</tr>
<tr>
<td>Peer reviews</td>
<td>B  = 84 - 87 %</td>
</tr>
<tr>
<td>Course project</td>
<td>B-  = 81 - 83 %</td>
</tr>
<tr>
<td>Total Points</td>
<td>C+  = 78 - 80 %</td>
</tr>
<tr>
<td></td>
<td>C   = 74 - 77 %</td>
</tr>
<tr>
<td></td>
<td>C- = 71-73%</td>
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<tr>
<td></td>
<td>D= 61-69%</td>
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<tr>
<td></td>
<td>F=below 61%</td>
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Disability Accommodations: Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus: http://accesscenter.wsu.edu, Access.Center@wsu.edu
**Academic Integrity:** Academic dishonesty will not be tolerated in this course. Students found engaging in such behavior (including copying assignments, using unauthorized notes or information, plagiarism, and/or cheating) will be treated according to the procedures of Washington State University. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). For more information please refer to the Office of Student Conduct: [http://conduct.wsu.edu/academic-integrity-policies-and-resources](http://conduct.wsu.edu/academic-integrity-policies-and-resources).

**Campus Safety:** Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan ([http://safetyplan.wsu.edu/](http://safetyplan.wsu.edu/)) and visit the Office of Emergency Management web site ([http://oem.wsu.edu/](http://oem.wsu.edu/)) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

### Tentative Course Topics, Readings & Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
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<tr>
<td>2</td>
<td>Professor as Teacher: Planning</td>
<td>Buller Part 2, Chs. 1-16 Relevant articles on learning and instruction</td>
<td>Discussion leader</td>
</tr>
<tr>
<td>3</td>
<td>Professor as Teacher: Engagement, technology, and instructional strategies</td>
<td>Buller Part 2, Chs. 17-22 McKeachie, Chp. 1-5 Relevant articles</td>
<td>Discussion leader</td>
</tr>
<tr>
<td>4</td>
<td>Professor as Scholar: Grant and proposal writing</td>
<td>Buller Part 3, Chs. 23-24 Relevant articles</td>
<td>Discussion leader Task 1</td>
</tr>
<tr>
<td>5</td>
<td>Professor as Scholar: Research, collaboration, and publication</td>
<td>Buller Part 3, Chs. 26-29 Relevant articles</td>
<td>Discussion leader Peer review</td>
</tr>
<tr>
<td>6</td>
<td>Professor as Citizen: Committees, leadership, service</td>
<td>Buller Part 4 Relevant articles</td>
<td>Discussion leader Task 2</td>
</tr>
<tr>
<td>7</td>
<td>Becoming a Professor: Resume, interview, P&amp;T</td>
<td>Buller Part 1 Relevant articles</td>
<td>Prepare a resume for class Discussion leader Peer review</td>
</tr>
<tr>
<td>8</td>
<td>Discussion &amp; review</td>
<td>Guest panel</td>
<td>Final Project due</td>
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MEMORANDUM

TO: Lisa Devine  
   Office of the Registrar

FROM: Krenny Hammer  
      College of Education

DATE: September 30, 2013

SUBJECT: Major Curricular Change – TCH_LRN 586

Enclosed are the original and 10 copies of a Major Curricular Change proposal. This course has been approved by the College of Education Graduate Studies Committee. The proposal is signed by the Department Chair, Darcy Miller, and the Associate Dean for Academic Affairs, Phyllis Erdman.

Cc: Julie Killinger, Principal Assistant  
    Teaching & Learning