## NEW COURSE PROPOSAL FORM

**TO:** STUDENT ASSESSMENT COMMITTEE

**ACADEMIC AREA:** SCHOOL OF EDUCATION

**PROPOSEd by**: Eileen Deluca

**PRESENTER:** Eileen Deluca IN NAME OF WHO WILL PRESENT THIS PROPOSAL IF DIFFERENT FROM ABOVE

**DATE:** 10/12/2010

**COURSE PREFIX, NUMBER AND TITLE:**

### RED 3324-Teaching Reading in the Middle School Curriculum-3 CREDIT HOURS

### SECTION I

**COURSE INFORMATION: TYPE iN THE APPROPRIATE INFORMATION FOR EACH ITEM:**

**DEPARTMENT: School of Education**

**COURSE PREREQUISITE(S):** Admission into the Bachelor of Science in Education program or special permission from the Associate Dean of the School of Education.

**MINIMUM GRADE OF prereqUISITE(s):** 2.5

**COURSE COREQUISITE(S):** LIST ALL COREQUISITES IN SEQUENTIAL ORDER

**COURSE CREDITS OR CLOCK HOURS:** 3

**credit type: COLLEGE CREDIT (TRANSFERABLE)**

**CONTACT HOURS:** 3

**COURSE DESCRIPTION:**

This course is designed to prepare teacher candidates with theory and methodology for teaching reading at the middle school level. The course will emphasize Scientifically-Based Reading Research (SBRR) and strategies for developing vocabulary and comprehension. In this course, teacher candidates will also examine research and practice regarding teaching of specialized reading strategies for the various disciplines. Teacher candidates will also evaluate student progress in reading and integrate reading and study skills into content area instruction. This course requires 15 hours of field experience in a middle grades (5-9) reading classroom.

**GENERAL TOPIC OUTLINE:**

* + Scientifically-Based Reading Research (SBRR)
	+ Comprehension
	+ Oral language development
	+ Phonological Awareness
	+ Phonics
	+ Fluency
	+ Vocabulary
	+ Integration of Reading Components
	+ Reading Assessment
	+ Differentiated Instruction
	+ Higher order thinking
	+ Critical thinking
	+ ELLs and Literacy
	+ Students with exceptionalities and literacy
	+ Content-Area Reading Strategies
	+ Striving readers

**LEARNING OUTCOMES:**

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENTS** | **GENERAL EDUCATION COMPETENCIES** |
| **The teacher candidate will design and teach standards-based reading lessons in a middle grades (5-9) classroom.** | **Reading Unit Plan**  |  |
| **The teacher candidate will design lessons that use differentiated instruction for diverse learners including ELLs and students with exceptionalities.** | **Reading Unit Plan** |  |
| **The teacher candidate will classify characteristics of language acquisition and reading development of learners from mainstream, exceptional needs and ELL populations.** | **Final Exam: Middle Grades Reading** | TIM |
| **The teacher candidate will utilize technology to enhance middle grades learners’ reading experiences.** | **Reading Unit Plan**  |  |
| **The teacher candidate will analyze and evaluate reading instruction using Scientifically-Based Reading Research (SBRR) as a framework.** | **Field Experience Journal and Report: Middle Grades Reading****Field Experience Showcase**  | COMTIM |
| **The teacher candidate will synthesize research on content area reading strategies.** | **Content Area Reading Strategies Research Paper**  | COM |
| **The teacher candidate will evaluate the role of phonology, phonemic awareness, and phonics as they relate to language development and reading performance.** | **Final Exam: Middle Grades Reading** |  |
| **The teacher candidate will identify and apply the principles of morphology, semantics and syntax as they relate to language acquisition and reading development.** | **Final Exam: Middle Grades Reading** |  |
| **The teacher candidate will differentiate between informal language and academic language and understand the implications for reading instruction.** | **Final Exam: Middle Grades Reading** |  |
| **The teacher candidate will examine the interdependence between each of the major reading components and their effect upon fluency and comprehension in the reading process.** | **Final Exam: Middle Grades Reading** |  |
| **The teacher candidate will analyze the connection between listening, speaking, reading and writing; and apply that understanding to create meaningful literacy experiences for students.** | **Reading Unit Plan** |  |
| **The teacher candidate will design literacy experiences that promote comprehension and critical thinking skills for a diverse population of students.** | **Reading Unit Plan****Field Experience Showcase** | TIM |
| **The teacher candidate will create lessons that engender an appreciation of reading among a diverse population of students.** | **Reading Unit Plan****Field Experience Showcase** | TIM |
| **The teacher candidate will classify characteristics of language acquisition and reading development of learners from mainstream, exceptional needs and ELL populations.** | **Final Exam: Middle Grades Reading** |  |

### SECTION II

**ICS CODE FOR THIS COURSE:** ADVANCED AND PROFESSIONAL - 1.14.08 - EDUCATION

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S):** Click here to enter text.

**GRADE MODE:** STANDARD GRADING

**IS THIS A GENERAL EDUCATION COURSE?** No

**IS THIS A WRITING INTENSIVE COURSE?** NO

**iS THIS AN HONORS COURSE?** NO

**IS THIS A REPEATABLE COURSE?** NO

**IF SO, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE?** ENTER NUMBER

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** NO

**WILL THIS NEW COURSE HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?** NO

**eXPLAIN:**

CLICK HERE TO ENTER TEXT.

**IF YES, HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS REACHED?**

CLICK HERE TO ENTER TEXT.

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** NO

**IS ANY COREQUISITE LISTED ON THIS COURSE ALSO LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** NO

eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032.

### SECTION III

**PROVIDE JUSTIFICATION FOR CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

CLICK HERE TO ENTER TEXT.

**NOTE:**

CHANGES FOR THE UPCOMING FALL TERM MUST BE SUBMITTED AND APPROVED NO LATER THAN THE FEBRUARY CURRICULUM COMMITTEE MEETING PRIOR TO THE START OF THE NEXT ACADEMIC YEAR. CHANGES DURING MID-SCHOOL YEAR ARE NOT ALLOWED. EXTREME CIRCUMSTANCES WILL REQUIRE APPROVAL FROM THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS TO BEGIN IN THE SPRING TERM. THE PROPOSED CHANGES MUST BE PRESENTED AND APPROVED BY THE SEPTEMBER CURRICULUM COMMITTEE PRIOR TO THE SPRING SEMESTER.

**EXCEPTION:**
COURSES PUBLISHED IN THE 2010-2011 CATALOG THAT ARE PENDING CURRICULUM APPROVAL WILL BE EFFECTIVE SPRING 2011.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:** SELECT EFFECTIVE TERM TYPE OTHER

 VPASA SIGNATURE (IF NECESSARY) TO APPROVE CURRICULUM ACTION MID-YEAR:

 APPROVED EFFECTIVE TERM

**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSMENT:**

 PLEASE SELECT TODAY’S DATE.

**DISTRICT DEAN OF INSTRUCTION ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

AFTER REVIEWING AND SIGNING THIS PROPOSAL, THE DISTRICT DEAN WILL RETURN THE PROPOSAL TO THE DEPARTMENT CHAIR OR PROGRAM COORDINATOR WILL SUBMIT THE PROPOSAL TO THE VPASA OFFICE.

THE DEPARTMENT CHAIR/PROGRAM COORDINATOR WILL SEND THIS PROPOSAL ALONG WITH ANY OTHER PROPOSALS FROM HIS/HER DEPARTMENT BEING SUBMITTED FOR REVIEW BY THE CURRICULUM COMMITTEE TO THE STUDENT ASSESSMENT COMMITTEE FOR REVIEW. ONCE APPROVED BY THE STUDENT ASSESSMENT COMMITTEE, SUBMIT THE PROPOSAL(S) TO THE OFFICE OF THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS AT LEAST TWO FRIDAYS PRIOR TO THE NEXT SCHEDULED CURRICULUM COMMITTEE MEETING.

FOR MORE DETAILS, PLEASE REFER TO THE CURRICULUM COMMITTEE GUIDELINES, CURRICULUM PROCESS FLOW CHART AND THE CRITICAL DATES TABLE BY CLICKING CURRICULUM COMIITTEE ON THE FACULTY/STAFF LINK FROM THE EDISON HOMEPAGE (CLICK ON THE CURRICULUM PROCESS LINK).

REVISED: 8/25/10