## NEW COURSE PROPOSAL FORM

**TO:** STUDENT ASSESSMENT COMMITTEE

**ACADEMIC AREA:** SCHOOL OF EDUCATION

**PROPOSEd by**: Eileen Deluca, Ph.d.

**PRESENTER:** Eileen Deluca

**DATE:** 10/12/2010

**COURSE PREFIX, NUMBER AND TITLE:**

### LAE 3326C-Middle Grades Practicum II Literature-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.  
  
EDG 4004 Special Topics in Education, EDG 3410 Classroom Management, EDM 3230 Middle Grades Curriculum and Instruction

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

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

**COURSE CREDITS OR CLOCK HOURS:** 4

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

**CONTACT HOURS:** 3

**COURSE DESCRIPTION:**

This course is designed to prepare teacher candidates to teach literature in grades 5-9. Teacher candidates will use standard-based instruction to design lessons with literature as a centerpiece for developing the five strands of the language arts. Reader Response theory, Socratic seminars, and Reading workshop methodology will be explored. This course requires thirty-five hours of practicum in a middle grades (5-9) classroom setting.

**GENERAL TOPIC OUTLINE:**

* Standards-based literature instruction
* Literature pedagogy
* Literature appropriate for the middle grades
* Literature genres studies
* Literary Elements
* Literature comprehension strategies: Cognitive and Metacognitive
* Print-rich literature classrooms
* Reader Response Theory
* Socratic Seminar
* Reader’s Workshop Methodology
* Portfolio Assessment

**LEARNING OUTCOMES:**

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

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| --- | --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENTS** | **GENERAL EDUCATION COMPETENCIES** |
| **The teacher candidate will design and teach standards-based literature lessons to middle grades (5-9) students.** | **Practicum**  **Literature Unit** | COM |
| **The teacher candidate will design and teach lessons that develop literature comprehension with middle grades (5-9) students.** | **Practicum**  **Literature Unit** | COM |
| **The teacher candidate will differentiate literature instruction for diverse student populations including English Language Learners (ELLs) and students with exceptionalities.** | **Practicum**  **Literature Unit** | COM |
| **The teacher candidate will apply Reader Response theory to literature instruction for middle grades (5-9) students.** | **Reader’s Workshop Mini-lessons and Presentation**  **Reader’s Workshop Portfolio** | TIM |
| **The teacher candidate will utilize Reading Workshop methodology to engage middle grades (5-9) learners in listening, speaking, reading and writing activities related to age-appropriate literature.** | **Reader’s Workshop Mini-lessons and Presentation**  **Reader’s Workshop Portfolio** | TIM |
| **The teacher candidate will apply knowledge of Reading Workshop to develop a portfolio of Reader Response artifacts.** | **Reader’s Workshop Portfolio** | TIM |
| **The teacher candidate will create a print-rich literacy environment in a middle grades (5-9) classroom.** | **Literature Poster Project** | CT, TIM |

### 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):** LAED

**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