

Eastern Illinois University

**NEW/REVISED COURSE PROPOSAL FORMAT**

(Approved by CAA on 4/13/06 and CGS on 4/18/06, Effective Fall 2006)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See <http://www.eiu.edu/~eiucaa/Directions.pdf> for directions on completing this form.)

Please check one:            ☒ New course        ☐ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000: ELE 5270**
2. **Title (may not exceed 30 characters, including spaces): Content Area Literacy Inst.**
3. **Long title, if any (may not exceed 100 characters, including spaces): Content Area Literacy Instruction**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3**
5. **Term(s) to be offered:** ☒ Fall    ☐ Spring    ☐ Summer    ☐ On demand
6. **Initial term of offering:** ☒ Fall    ☐ Spring    ☐ Summer    **Year: 2010**
7. **Course description (not to exceed four lines):** Content Area Reading: Implementation of reading strategies, approaches to instruction, and informal assessment of struggling readers.
8. **Registration restrictions:**

a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

**MLE 5270 - Content Area Literacy Instruction**

b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

**ELE 3280 or permission of department chair**

c. **Who can waive the prerequisite(s)?**

☐ No one    ☒ Chair    ☐ Instructor    ☐ Advisor    ☐ Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): **None**

e. **Repeat status:**    ☒ Course may not be repeated.

☐ Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

**None**

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: **None**

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] **None**

**10. Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**11. Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research  
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

## **PART II: ASSURANCE OF STUDENT LEARNING**

### **1. List the student learning objectives of this course:**

**As a result of completing this course, the student will:**

- 1. know effective reading skills/strategies, the role each plays in reading development, and, in particular, about utilizing the content area classroom as a vehicle for teaching and extending the reading skills of elementary, middle school and secondary level students.**
  - 2. analyze exemplary programs and practices in content area reading instruction and identify the appropriate State and national educational standards that are relevant.**
  - 3. adjust reading instruction to meet the needs of diverse learners (i.e., cultural, linguistic, and ethnic diversity) and recognize how these differences can influence learning to read.**
  - 4. locate and critique a wide range of quality literature, curricular materials, and instructional technology for readers of all abilities and ages within elementary, middle school and secondary level content area classrooms.**
- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- EIU graduates will write and speak effectively.**
  - EIU graduates will think critically.**
  - EIU graduates will function as responsible citizens.**
- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
- Depth of content knowledge (Objectives 1, 2 and 4)**
  - Effective critical thinking and problem solving (Objectives 2, 3 and 4)**
  - Effective oral and written communication (Objectives 1, 2, 3 and 4)**
  - Advanced scholarship through research or creative activity (Objectives 1 and 2)**

- 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**
- a. Reading Strategy Portfolio:** Students will present content area reading strategies in class and make a copy of the strategy presented for each class member. In addition, each student is to assemble a portfolio containing at least one strategy for comprehension, vocabulary, writing, a study strategy, and a graphic organizer.
  - b. Conduct a book search and list at least twenty books for an academic content area.** Incorporate both fiction and non-fiction literature and picture books. Be sure to address all reading ability levels when you compile the list of content area books. Prepare a book talk from this list of books and include: a visual, the title, author's name, summary of the book, genre, and how this book could be used within the content area. Assemble the list of books into a student useable document (e. g., a notebook by author/title, card file, student webpage, etc.).
  - c. Research the importance of teaching reading in the content area.** Discuss why the teacher today has a critical responsibility to incorporate a variety of reading strategies to assist all readers in becoming proficient in the reading process. Write a 2-3 page analysis of this topic using supportive research. Include a bibliography with five sources (APA 5<sup>th</sup> edition).
  - d. Locate and compile a minimum of 10 research articles that focus on content area reading skills.** Develop an extensive notebook containing meaningful articles about reading in the content area and a bibliography that encompasses appropriate methodology to accommodate students in your classroom:
    - a. Struggling reader/proficient reader**
    - b. High motivation/low level reading books**
    - c. Technology use to enhance content area reading**
    - d. Developing skills in test taking in the content area**
    - e. Books in prize winning categories (Newbery, Michael Printz, Coretta Scott King, Rebecca Caudill, Caldecott, Monarch, Lincoln, etc.)**
    - f. Fluency**
    - g. Strategies to enhance comprehension**
    - h. Vocabulary development and concept development**
    - i. Motivating students to read**
    - j. Accelerated Reader, Bookadventure.org, Reading Counts and other computer oriented reading programs**
    - k. Assessing readers and their texts**
    - l. Collaborating for literacy and learning: Grouping strategies**
    - m. Motivation in the reading content area**
    - n. Students as responsive learners**
    - o. Uniqueness of the individual reader**
    - p. Use of context clues in reading**
    - q. Structural analysis—word attack**
    - r. Interventions to improve content area reading**

- e. **Examinations:** Two major tests that assess comprehensive understanding of course content, assigned reading, classroom presentations and discussions will be administered.

**3. Explain how the instructor will determine students' grades for the course:**

The percentage of the course grade that is represented by each assignment is outlined in the table below:

Learning Objective	Reading Strategy Portfolio	Book Search	Research Paper on "Importance of Teaching Reading in the Content Area"	Journal Article Reviews	Traditional Exam(s)	Participation
	15%	12%	8%	25%	25%	15%
1	X	X	X	X	X	X
2			X	X	X	X
3	X	X	X		X	X
4		X				X

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
  - Describe how the integrity of student work will be assured:
  - Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
- course objectives;
  - projects that require application and analysis of the course content; and
  - separate methods of evaluation for undergraduate and graduate students.

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)

N/A

**PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

**The class will meet once a week for two and a half hours for fifteen weeks during the fall semester.**

**COURSE SCHEDULE:**

Week 1	Topic 1: Content Area Literacy
Week 2	Topic 2: Principles of Effective Reading in the Content Area
Week 3	Topic 3: Comprehension Strategies
Week 4	Topic 4: Classroom Assessment of Literacy Growth and Content Learning
Week 5	Topic 5: Initiating Students to New Learning
Week 6	Topic 6: Developing General and Content-Area Vocabulary Knowledge
Week 7	Topic 7: Literature Across the Curriculum
Week 8	Topic 8: Writing & Connecting to Reading
Week 9	Topic 9: Effective Study Strategies for the Content Area
Week 10	Topic 10: Effect of Technology & Other Media on Content Learning
Week 11	Topic 11: Honoring Diversity and Building Competence in the Content Area
Week 12	Topic 12: Literature Circles and Their Role in the Content Areas
Week 13	Topic 13: Reading and Learning from Multiple Sources
Week 14	Topic 14: Connecting Research to Content Area Literacy
Week 15	Topic 15: Teacher as a Content Literacy Professional

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**PART IV: PURPOSE AND NEED**

**1. Explain the department's rationale for developing and proposing the course.**

This course is designed to convey to elementary, middle school, and secondary teachers the enormous responsibility of preparing students with the instructional support needed to comprehend content area texts. To achieve this end, students will become familiar with several perspectives of the

reading process and will acquire multiple strategies for teaching reading skills using content textbooks, reading textbooks, and other reading materials. In addition, students will recognize multiple pathways to learning and address the various learning styles of those they serve.

- Masters' level students need to have an in-depth understanding of content level reading issues at the elementary, middle, and secondary levels.
- Masters' level students need to have knowledge and understanding of a plethora of reading strategies to help students read successfully in the content areas.
- Elementary, middle level, and secondary students need to have metacognitive awareness of the reading process and how they learn.

NOTE: A course addressing reading in the content areas is required for individuals who are pursuing the Reading Teacher Endorsement in Illinois (i.e., regardless of their level of certification).

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

N/A

- b. **If the course or some sections of the course may be technology delivered, explain why.**

N/A

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

The ELE 3280 prerequisite is necessary in order that teachers have the necessary background knowledge about the reading process.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

MLE 4280 is similar to this course though it does not contain the research components. Also, the study of the reading process is not as in-depth in MLE 4280. The MLE 4280 course is an undergraduate content level course offered only to preservice teachers seeking middle level and secondary certification.

- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

Currently, no graduate level content area reading course exists for early childhood (Preschool to Grade 3) and/or lower elementary (Grades K-4) teachers. Therefore, ELE 5270 will fill that need at the graduate level.

**4. Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. N/A**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course (or MLE 5270) will be a requirement within the Master of Science in Elementary Education Program (i.e., Reading Emphasis), a required course for the Graduate Certificate in Reading Instruction, and an elective in the Master of Science in Elementary Education Program (i.e., Middle Level Emphasis).

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

**PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:** Graduate Faculty with Reading and Elementary/Middle Level Expertise.

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

2. **Additional costs to students:** N/A

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

3. **Text and supplementary materials to be used (Include publication dates):**

Alvermann, D. E., Phelps, S. F. & Gillis, V. R. (2010). *Content area reading and literacy: Succeeding in today's diverse classroom* (6<sup>th</sup> ed.). Boston: Allyn & Bacon.

## PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

## PART VII: APPROVALS

Date approved by the department or school:

EC/ELE/MLE Curriculum Committee – September 10, 2009

EC/ELE/MLE Faculty – September 11, 2009

Date approved by the CEPS Curriculum Committee: September 28, 2009

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA:

CGS:

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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