Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. **_X_ New Course or _ __ Revision of Existing Course**

2. **Course prefix and number:** EDU 5350

3. **Short title:** Foundations of Reading

4. **Long title:** Foundations of Reading: Linguistics and Literacy

5. **Hours per week:** 3 Class   0 Lab   3 Credit

6. **Terms:** Fall   Spring   Summer   x On demand

7. **Initial term**: ___ Fall   _X Spring   ___ Summer   Year: 2019

8. **Catalog course description:** Students will investigate language as a system, including phonology, morphology, semantics, syntax, discourse, and pragmatics as it relates to learning languages and connections to reading. Focus on both first and second language acquisition/development in the literacy domains will include instruction on accessing the curriculum for all learners.

9. **Course attributes:**

   General education component: NA

   ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    __x_ Lecture   ___ Lab   Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    x Face to Face   x Online   ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. Course(s) to be deleted from the catalog once this course is approved.

12. **Equivalent course(s):** NA

    a. **Are students allowed to take equivalent course(s) for credit?** ___ Yes   x No

13. **Prerequisite(s): NA**

    a. **Can prerequisite be taken concurrently?** ___ Yes   ___ No

    b. **Minimum grade required for the prerequisite course(s)?** ___

c. **Use Banner coding to enforce prerequisite course(s)?** ___ Yes   ___ No

d. **Who may waive prerequisite(s)? NA**

___ No one   ___ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

14. **Co-requisite(s):** NA

15. **Enrollment restrictions NA**

a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:**

b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: _____**

16. **Repeat status:** x May not be repeated   ___ May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor: ___**

18. **Grading methods:** x Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. **Special grading provisions: NA**

___ Grade for course will <u>not</u> count in a student's grade point average.

___ Grade for course will <u>not</u> count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in:
_____

___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:** NA
Supplemental Materials or Software_____

Course Fee x No ___Yes, Explain if yes_____

21. **Community college transfer: NA**

___ A community college course may be judged equivalent.

x A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. <u>X</u> Course is required for the major(s) of MSED C&I – ESL Emphasis

   ___Course is required for the minor(s) of _____

   <u>X</u> Course is required for the certificate program(s) of <u>English as a Second Language</u>

   <u>X</u> Course is used as an elective for other MSED C&I emphases

2. **Rationale for proposal**: State standards for the Reading Teacher endorsement specifically include coursework in the foundations of reading. In addition, this course will provide experience in the standards for developmental and remedial reading materials and resources. State standards for English as a Second Language endorsement includes coursework in applied linguistics for classroom purposes. Students in this course will not only grasp fundamental linguistics but will be able to apply those skills to the reading classroom, which is critical to language learners.

3. **Justifications for (answer N/A if not applicable) NA**

   <u>Similarity to other courses</u>:

   <u>Prerequisites</u>:

   <u>Co-requisites</u>:

   <u>Enrollment restrictions</u>:

   <u>Writing active, intensive, centered</u>:

4. **General education assurances (answer N/A if not applicable) NA**

   <u>General education component</u>:

   <u>Curriculum</u>:

   <u>Instruction</u>:

   <u>Assessment</u>:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

   <u>Online or hybrid delivery justification:</u> The MSED C&I is entirely online and this too must be online.
   <u>Instruction:</u> Based on best practices learned in OCDi, content will be delivered through readings, research, video and other methods. Both direct instruction and discovery learning will be utilized in the course.
   <u>Integrity:</u> Turnitin will be used to help ensure originality of work
   <u>Interaction:</u> Students will engage in discussion boards, chat rooms and similar practices to strengthen the interconnectedness of the students within the course.

Model Syllabus (Part II)

Please include the following information:

Course number and title: EDU 5350: Foundations of Reading: Linguistics and Literacy

Catalog description: Students will investigate language as a system, including phonology, morphology, semantics, syntax, discourse, and pragmatics as it relates to learning languages and connections to reading. Focus on both first and second language acquisition/development in the literacy domains will include instruction on accessing the curriculum for all learners.

Learning objectives:

1. Explain the developmental processes (emergent and pre-literacy skills progressing over time to proficient stages) associated with communication systems (e.g., listening, speaking, reading, writing, visually representing, and viewing)
2. Identify the components of the language system including phonology, morphology, syntax, semantics, aspects of social and academic language, and writing conventions
3. Analyze differences in literacy models of teaching and learning literacy
4. Analyze language differences in native and non-native speakers of English and understand these as indicative of language learning and developmental stages
5. Recognize the significance of comprehensible input, motivation, and value the significance of the cultural and social background of students, acknowledging the sociocultural variables affecting second language development while maintaining first language for ESL students
6. Select appropriate learning experiences that enhance the development of listening, speaking, reading, writing, visually representing, and viewing, including identifying a variety of assessment practices that are responsive to the strengths and needs of native and non-native English speaking students.

Course materials:

Textbook: Freeman, D.E. & Freeman, Y.S. (2014) *Essential linguistics: What teachers need to know to teach ESL, Reading, Spelling, and Grammar (2nd).* Portsmouth, NH: Heinemann.

Other available resources:
Literacy Assessment information from the Southwest Educational Development Lab:

http://www.sedl.org/reading/rad/

Haskins Laboratory

http://haskinslabs.org/

online encyclopedia of writing systems and languages

http://www.omniglot.com/

Literacy Information and Communication System

https://lincs.ed.gov/state-resources

Reading 101: What You Should Know About Reading Instruction
http://www.readingrockets.org/teaching/reading101

Reading 101: Podcasts from PBS' Launching Young Readers
http://www.readingrockets.org/podcasts/classroom

Issues in Literacy Development
http://www.eduplace.com/rdg/res/literacy/

International Literacy Association

http://www.literacyworldwide.org

Weekly outline of content.

Modules (weeks)	Topic(s)
1	**Theme**: Literacy models of teaching and learning literacy • Historical models of reading/ literacy instruction • Current trends/models for developing readers • Define, classify, and demonstrate classroom implications of specific theories in literacy achievement and learning • Compare and contrast emerging literacy practices with those of traditional reading readiness programs
2	**Theme:** Acquisition vs. Learning • Learning Language • Learning through language • Learning about Language

3/4	**Theme**: The Linguistics and Reading Connection
	    ✓ Understanding literacy as a complex system of language
	    ✓ Phonetics 101 – Phonology of linguistics
	    ✓ Physical properties of speech
	    ✓ Phonemic transcription
	    ✓ Consonants and vowels
	    ✓ Stops, fricatives, affricates, nasals, liquids, and glides
	    ✓ Tongue twisters
	• Developing phonemic awareness for reading
	• Linguistic perspectives on phonics and teaching reading

5/6	**Theme**: The Linguistics and Reading Connection
	• Investigating morphology as linguists
	    ✓ Words and morphemes
	    ✓ Neologisms
	    ✓ Inflection and derivation
	    ✓ Distinctive feature theory
	    ✓ Intonation
	• Morphology and reading

7/8	**Theme**: Linguistics – Syntax and Reading
	• Syntax
	    ✓ Competence/performance
	    ✓ Structure and ambiguity
	    ✓ Formulating grammar rules – discovering structure
	    ✓ Transformations
	• How children form linguistic rules

9/10	**Theme**: Linguistics – Semantics and Reading
	• Semantics
	    ✓ Theories of meaning
	    ✓ Sentence level semantics – ESL and native English speakers

11	**Theme**: Comprehension • Selecting appropriate learning experiences that enhance the development of reading, writing, listening, visually representing, viewing, and speaking skills
12	**Theme**: Language as a System

	• Explore the relationship between reading and writing and demonstrate the use of specific strategies to implement this interrelationship
13	**Theme**: Assessment of Linguistics and Reading • Informal assessments in the classroom • Formal/Standardized assessments
14/15	**Theme**: Application of Linguistics and Literacy in the Foundations of Reading • Introduce students to scholarly writing through practice and discussion related to the theme
16	**Final Exam**

1. Assignments and evaluation, including weights for final course grade.
   a. Participation in Discussion Boards – 10%
      Active participation in discussion boards through both leading and responding to classmates on provided and self-generated topics
   b. Exams – 30%
      Multiple quizzes and/or exams will be given throughout the course, including a final exam, to assess knowledge of course objectives/learning goals
   c. Annotated Bibliography – 20%
      Identification of journal articles pertaining to language systems and their components, with notes of content for each article
   d. Language/Linguistics Unit – 20%
      Development of different strategies for effective practice that could be implemented in the classroom
   e. Theory into Practice – 20%
      Referencing the annotated bibliography and utilizing one of the ideas from the language/linguistics unit, students will implement a researched topic into the classroom and report on the results

2. Grading scale. A = 100-93 %, B = 92-84%, C = 83-75%, D = 74-66%, F = below 66%

3. Correlation of learning objectives to assignments, evaluation and graduate learning goals.
   Graduate School Learning Objectives:
         G1 A depth of content knowledge
         G2 Critical Thinking and Problem Solving Skills
         G3 Effective Oral and Written Communication Skills\
         G4 Evidence of advanced scholarship through research and/or creative

Learning Objectives	Participation/ Discussion Boards (10%)	Exams (30%)	Annotated Bibliography (20%)	Language/ Linguistics Unit (20%)	Theory Into Practice (20%)	Grad Goals
Explain the developmental processes (emergent and pre-literacy skills progressing over time to proficient stages) associated with communication systems	X	X		X	X	G1, G3

(e.g., listening, speaking, reading, writing, visually representing, and viewing)						
Identify the components of the language system including phonology, morphology, syntax, semantics, aspects of social and academic language, and writing conventions	X	X	X	X	X	G1, G3
Analyze differences in literacy models of teaching and learning literacy	X	X	X	X	X	G1, G2, G3, G4
Analyze language differences in native and non-native speakers of English and understand these as indicative of language learning and developmental stages	X	X	X	X	X	G2, G3, G4
Recognize the significance of comprehensible input, motivation, and value the significance of the cultural and social background of students, acknowledging the sociocultural variables affecting second language development while maintaining first language for ESL students	X	X	X	X	X	G2, G3, G4
Select appropriate learning experiences that enhance the development of listening, speaking, reading, writing, visually representing, and viewing, including identifying a variety of assessment practices that are responsive to the strengths and needs of native and non-native English speaking students	X			X	X	G1, G2, G3, G4

Date approved by the department or school: March 20, 2018
Date approved by the college curriculum committee: April 23, 2018
Date approved by CGS: