

Eastern Illinois University

NEW/REVISED COURSE PROPOSAL FORMAT**(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)**

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** SED 4330
2. **Title (may not exceed 30 characters, including spaces):** Lit, Assmnt, & Diff Instr
3. **Long title, if any (may not exceed 100 characters, including spaces):** Literacy, Assessment, and Differentiation in Secondary Schools
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-1-3
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:**
7. **Course description:** A course designed for all secondary pre-service teachers. Teaching strategies and materials for teaching comprehension, advanced study skills, and vocabulary will be addressed. Students will learn to use diagnostic, formative, and summative literacy assessments to support differentiated instruction. 15 field experience hours required. Prerequisites: SED 3330 and admission to teacher education.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None.
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No
 - b. **Prerequisite(s)**
 - **Identify the 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.
SED 3330 and admission to teacher education. May not be taken concurrently with SED 3330.
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - 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 once with credit.
Please also specify the limit (if any) on hours which may be applied to a major or minor.

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

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

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

Please check any special grading provision that applies to this course:

- The grade for this course will not count in a student’s grade point average.
 The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).
 Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

- lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

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

- A. Students will demonstrate foundational knowledge of reading, writing, speaking, and listening within the content area.
- B. Students will employ appropriate diagnostic, formative, and summative assessments to determine student needs, monitor student progress, measure student growth, and evaluate student outcomes.
- C. Students will assess and address student reading, writing, speaking, and listening needs to facilitate acquisition and use of content knowledge and skills.

- D. Students will plan and design instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context.
- E. Students will plan for ongoing student growth and achievement.
- F. Students will make data-driven decisions about curricular and instructional effectiveness and differentiate practices to meet the needs of each student.

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
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

- A. Quizzes (10%)
- B. Text analyses (25%)
- C. Teaching strategy activities (25%)
- D. Fieldwork (30%)
- E. Final exam (10%)

Objective	Quizzes 10%	Text Analyses 25%	Teaching Strategies 25%	Fieldwork 30%	Final Exam 10%
A	X		X	X	X
B		X	X	X	X
C		X	X	X	X
D		X	X	X	X
E		X	X	X	X
F		X	X	X	X

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

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
- b. Describe how the integrity of student work will be assured:**
- c. 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.):**

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

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 *.)**

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.

Week 1 – Literacy in secondary schools

Week 2 – Literacy and language processes: Thinking, reading, and writing in first and second languages

Week 3 – Evaluating instructional materials

Week 4 – The comprehension process and comprehension instruction

Week 5 – Comprehension levels, teacher questions, and comprehension instruction

Week 6 – Vocabulary learning in content areas

Week 7 – Teaching bilingual/bicultural students in multilingual/multicultural settings

Week 8 – Reading across the curriculum

Week 9 – Writing across the curriculum

Week 10 – Assessment of reading

Week 11 – Assessment of writing

Week 12 – Differentiating: General strategies

Week 13 – Differentiating: Content-specific strategies

Week 14 – Content learning, cooperative learning, and literacy

Week 15 – Developing lifelong readers and writers

PART IV: PURPOSE AND NEED

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

In response to the revised (2010) Illinois Professional Teaching Standards, this course has been designed to provide students with a deeper understanding of literacy and reading instruction in the content areas at the high school level. This course will also provide fieldwork experiences in literacy, assessment, and differentiation strategies in the semester preceding student teaching in order to prepare students for the edTPA student teaching assessment.

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

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.** This course is situated between SED 3330 (junior year) and student teaching (final semester). The skills that are foundational to success in this course are taught in SED 3330.
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.**
 - 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.**
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.**
This new course will be included in the revised Secondary Education professional course sequence.
 - 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.**

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:** Dr. Teresita Hunt and any other qualified departmental faculty.

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:**

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):**

Ruddell, M. R. (2007). *Teaching content reading and writing*. Hoboken, NJ: John Wiley & Sons. (primary)

Common Core State Standards Initiative (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*.
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf (primary)

Jetton, T. L., and Shanahan, C. (2012). *Adolescent literacy in the academic disciplines: General principles and practical strategies*. New York: The Guilford Press. (supplementary)

Fisher, D., and Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD. (supplementary)

Ryder, R. J. & Graves, M. F. (2003). *Reading and learning in content areas*. Hoboken, NJ: John Wiley & Sons. (supplementary)

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: November 27, 2012

Date approved by the college curriculum committee:

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).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disablt/>

581-6583