

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:** ELE 3350
2. **Title (may not exceed 30 characters, including spaces):** Language Arts in ELE/MLE
3. **Long title, if any (may not exceed 100 characters, including spaces):**
Language Arts in the Elementary and Middle Level School
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:** 2013
7. **Course description:**
Objectives, research, teaching methods, and materials for teaching and evaluating the language arts which have been aligned with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The course also addresses the recommendations set forth by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA).
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
No equivalent course.
 - 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.

The prerequisites of this course are ELE 1050, ELE 2050 and ELE 3350. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.
 - 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):

ELE 3100, ELE 3280, ELE 3340
MLE 3110, MLE 4760

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:

Teacher education candidates who have successfully met University teacher education requirements and departmental requirements.

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

N/A

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:

Teacher candidates enrolled in this course will:

1. Apply writing skills to communicate in a variety of forms (explanatory/ persuasive/narrative) for diverse audiences and purposes.
2. Build knowledge on a subject through research projects and respond analytically to literary and informational sources as they become adept at synthesizing information, evaluating sources, and citing materials.
3. Apply current technologies and the writing process as a means to collaborate and interact with others in order to produce and publish writing.
4. Build interconnections among reading, writing, listening, speaking, viewing, and visually representing in order to analyze and synthesize a multitude of ideas in various domains.
5. Apply research-based criteria for selecting and evaluating instructional materials.
6. Become productive members of the educational community by participating effectively in a range of conversations and collaborating with diverse partners, building on others' ideas and expressing their own clearly and persuasively (e.g., through Grand Conversations, Literature Circles, Literature Focus Units, Writing Workshop, Readers Theatre).
7. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
8. Apply knowledge of language to identify how language functions in different contexts, to make effective choices in regard to meaning or style, and to comprehend more fully when reading or listening.
9. Demonstrate knowledge of the nature of language systems (i.e., phonological, syntactic, semantic, and pragmatic).
 - 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:

Traditional Exam: The students will demonstrate their content and pedagogical knowledge of the language arts.

Journal Article Review: Performance includes analyzing professional articles and the implications of their content to the teaching of language arts.

Writing Project: Performance includes demonstration of writing skills and the writing process by implementing the different stages of the writing process to publish a final product (i.e., prewriting, drafting, revising, editing, and publishing).

Thematic Unit: The students will design a multidisciplinary teaching unit intended to be used in a classroom on a selected theme that incorporates multiple language arts and content areas.

Techniques for Teaching Language Arts:

Experience and develop techniques (such as Grand Conversations, Literature Circles, Literature Focus Units, Reading and Writing Workshop, and Readers’ Theater) that will assist teacher candidates and their future students in becoming productive members of the educational community.

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

	Traditional Exam 30%	Journal Article Review 10%	Writing Project 20%	Thematic Unit 25%	Techniques 15%
1		X	X	X	
2		X	X	X	
3			X		
4	X	X	X	X	X
5	X			X	X
6	X			X	X
7	X	X	X	X	X
8	X	X	X	X	X
9	X	X	X	X	X

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.): N/A

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. 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 *.) Writing Active: This course is writing active because it incorporates a variety of informal and formal writing assignments.**

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.

COURSE OUTLINE

Week 1:

- Language Development (in native speakers and in language learners) – Theoretical Foundations

Week 2:

- Language – The six language arts, the four language cueing systems, language arts skills and strategies

Weeks 3 and 4:

- Teaching and assessing language arts – organizing materials, resources and time

Week 5

- Emerging readers and writers

Week 6:

- The writing process and instructional approaches for effective writing instruction

Week 7:

- Vocabulary development and instructional approaches for effective vocabulary development

Week 8:

- The listening processes and strategies

Week 9:

- Speaking skills and strategies for language arts classrooms

Week 10:

- Using stories to develop language skills

Week 11:

- Using informational books in language arts classrooms

Week 12:

- Poetry – reading and writing strategies for elementary classrooms

Week 13

- Language Mechanics: Spelling & Handwriting– Developmental stages and teaching strategies

Week 14:

- Language Mechanics: Grammar and Usage – Concepts and research based best practices

Week 15:

- Organizing language arts instruction in elementary classrooms

PART IV: PURPOSE AND NEED

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

- 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.**
- 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 course has been increased from 2 credit hours to 3 credit hours because students and faculty have recognized the challenges of adequately addressing listening, speaking, writing, viewing, and visually representing within the current 2 credit hour format. The revised proposal will also allow for extra emphasis on writing across the content areas to align with Common Core State Standards and assist students in meeting the revised Illinois Professional Teaching Standards.

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

- 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.**
- 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.**

N/A

4. Impact on Program(s):

- For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- 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 will be required of all Elementary/General or Middle School option, special education dual majors and Post Baccalaureate students seeking teacher certification.

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.

N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Qualified faculty within the Department of Early Childhood, Elementary, and Middle Level Education

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):

Tompkins, G.E., (2013). Language arts: Patterns of practice (8th ed.) Upper Saddle River, NJ: Merrill Prentice Hall, Pearson Education Inc.

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.

N/A

PART VII: APPROVALS

Date approved by the department or school:

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS:

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*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