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 __**X**__ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*: ELE/MLE 4280

2. **Title (*may not exceed 30 characters, including spaces*):** Content Area Reading

3. **Long title, if any (*may not exceed 100 characters, including spaces*):** Content Area Reading in the

   Elementary, Middle and Secondary 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:** __**X**__ Fall __**X**__ Spring __**X**__ Summer ____ On demand

6. **Initial term of offering:** __**X**__ Fall ____ Spring ____ Summer   **Year:** __2013__

7. **Course description:** Strategies and techniques for providing appropriate content area reading instruction for students in preschool through grade twelve.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
        N/A
      - 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.

        ELE 3281 for early childhood; ELE 3280 for elementary; ELE 3280 and MLE 3110 for middle level; or permission of department chair. University teacher education requirements apply and department requirements for enrollment must be met.

      - 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 __x__ 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 __**X**__ Chair ____ Instructor ____ Advisor ____ Other (Please specify)

   d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

Early Childhood: Concurrent enrollment in ELE 4100, 4770, & 4880.

Elementary: Concurrent enrollment in ELE 4100, 3290, & 4880.

Middle Level: Concurrent enrollment in MLE 4100, 3150 and ELE 4880.

e. **Repeat status:**   _**X**_ 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 the University teacher education requirements and departmental requirements.

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

9. **Special course attributes: Writing Intensive**

10. **Grading methods** (check all that apply): _**X**_ 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.)

   _**X**_ 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:**
    Key to the Standards Aligned to the Learning Objectives:
    IPTS = Illinois Professional Teaching Standards 2010;
    EMAG = Elementary and Middle Grades Advisory Group 2011;
    IRA = International Reading Association – Standards 2010: Pre-K, Elementary Classroom Teacher and
    Middle and High School Content Teacher;
    IL RT = Illinois Reading Teacher Standards 2002.
    CCSS = Common Core State Standards for English/Language Arts and Literacy in History/Social Studies, Science, and
    Technical Subjects.

    i. The competent teacher demonstrates an understanding that the reading process involves an active, purposeful construction of meaning through the interactions of background knowledge/prior experiences, text information, and the context of the reading situation when designing content area instruction.
        IPTS 6B, 6G, 6I, 6O;
        EMAG 1, 5;
        IRA 1.1, 1.3, 4.1, 5.2, 5.4;
        ILRT 1F, 1J;

    ii. The competent teacher analyzes instructional approaches and designs appropriate and varied content area literacy methodology that is to be implemented before, during, and after reading (i.e., vocabulary, comprehension and fluency) to create a motivating context.
        IPTS 6A, 6F, 6I, 6L, 6M, 6N;
        EMAG 2, 6;
        IRA 2.1, 2.2, 3.3, 3.4, 4.2, 4.3, 5.4;
        IL RT 1G;
        CCSS 1-10 (p. 63-64)

    iii. The competent teacher elicits students' motivation by evaluating developmentally appropriate instructional practices to support students' reading, writing, oral communication, and aspects of visual literacy (viewing and visually representing) to increase content learning.
        IPTS 6A, 6D, 6F, 6I, 6J, 6M, 6P, 6Q, 6S;
        EMAG 2, 5;
        IRA 1.1, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3. 5.4, 6.2;
        IL RT 1G, 1L;
        CCSS 1-10 (p. 63-64)

    iv. The competent teacher designs, selects, modifies, and evaluates a wide range of content-specific materials (including print-based texts and electronic resources) that enable students to analyze, synthesize, evaluate, and construct meaning from a variety of narrative/expository text structures and genres.
        IPTS 6B, 6G, 6J, 6O, 6P;
        EMAG 3, 5;
        IRA 2.3, 5.1, 5.3;
        IL RT 1H, 1J, 1K, 3F;

    v. The competent teacher applies modeling, explanation, practice, and feedback to teach students to self-monitor and apply comprehension strategies independently, appropriate to the content learning.
        IPTS 6L, 6M, 6N, 6Q;
        EMAG 4, 6;
        IRA 3.1, 3.2, 3.3, 3.4, 5.3;
        IL RT 1I;

vi. The competent teacher understands and incorporates a variety of appropriate diagnostic, formative, and summative assessments to identify students' literacy needs, monitor student progress, measure student growth, and evaluate student achievement of specific literacy standards and outcomes in order to make data driven decisions and adjust practices to meet the needs of each student.
IPTS 6L, 6O, 6Q;
EMAG 1, 2, 4, 5:
IRA 3.1, 3.2, 3.3, 3.4;
IL RT 1D, 1I, 3C,
CCSS 1-10 (p. 63-64)

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	Student demonstrates content knowledge of various components of content area reading instruction for the appropriate grade level.
Card File, Notebook, and Book Talk	Student develops a notebook and card file representing diverse populations in the choice of literature. In addition, student plans for instruction by offering a creative book talk that reflects understanding of alternative assessment.
Literature Circles (I and II)	The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and support interaction in the classroom.
Response Journal	The student is reflective and continually evaluates himself/herself through a response journal.

Portfolio/Reading Strategies/Presentation	Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom. The student develops a lesson plan and presents an individual content area reading strategy in

	the classroom demonstrating knowledge and understanding of the need for diverse accommodations.
Writing Assignment	Students will incorporate best practice writing concepts and skills in researching best practice methodology and assessment for their specific content area. These concepts and skills include, but are not limited to determine and synthesize central ideas or conclusions of multiple and divergent sources, explore, integrate, and assess the credibility and accuracy of evidentiary sources, distinguish facts, reasoned judgment based on research findings, and speculation within and between texts, demonstrate audience-awareness, and application of content-appropriate prescriptions (thesis sentence, topic sentences, transition sentences, supporting evidence) with clarity, complexity, and cohesion in a logically-sequenced and organized format.

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

	Traditional Exam **(20%)**	Card File, Notebook, & Book Talk **(10%)**	Literature Circles (I and II) **(10%)**	Response Journal **(15%)**	Portfolio/ Reading Strategies/ Presentation **(10%)**	Writing Assignment **(35%)**
(i) Reading Process	X	X	X	X	X	X
(ii) Instructional Approaches	X	X	X	X	X	X
(iii) Aspects of Literacy	X	X	X	X	X	X
(iv) Content Specific Materials	X	X	X			X
(v) Comprehension Strategies	X	X	X	X	X	X
(vi) Assessment	X			X	X	X

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

N/A
  i. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
  ii. **Describe how the integrity of student work will be assured:**
  iii. **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:

N/A
  i.   course objectives;
  ii. projects that require application and analysis of the course content; and
  iii. 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 *.)**
   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.

COURSE OUTLINE

Week 1
- Understanding Literacy
- Text Comprehension and Content

Week 2
- Assessing Students in Text
- High Stakes Testing
- Authentic Approaches to Assessment
- Portfolio Assessment
- Assessing Text Difficulty
- Writing Topic: Selection

Week 3
- Struggling Readers and Writers
- Explicit Instruction in the Use of Strategies
- Strategic Reading
- Writing Topic: Strategic Location of Multiple, Divergent Sources

Week 4
- Culturally and Linguistically Diverse Learners
- Vocabulary and Comprehension Strategies
- Writing Topic: Strategic Writing Strategies (distinguish central ideas or conclusions of multiple, divergent sources)

Week 5
- Learning with Trade Books
- Learning with Electronic Texts

- Writing Topic: Strategic Writing Strategies (development of thesis sentence, topic sentences based on evidence/logic derived from multiple, divergent sources)

Week 6
- Bringing Students and Text Together
- Designing and Planning Text Lessons
- Designing and Planning Units of Study
- Writing Topic: Submission of (first) Rough Draft

Week 7
- Developing Vocabulary Knowledge and Concepts
- Activating Prior Knowledge and Interest
- Writing Topic: Receive professor's revision requests for (first) Rough Draft

Week 8
- Guiding Reader-Text Interactions
- Instructional Strategies
- Reading Guides
- Writing Topic: Revise (first) Rough Draft

Week 9
- Writing Topic: Submit (second) Rough Draft for Peer Review;

Week 10
- Integrating Reading and Writing
- Writing Topic: Receive peers' revision requests of (second) Rough Draft

Week 11
- Studying Texts
- Graphic Organizers
- Study Guides Based on Text Patterns
- Writing Topic: Revise (second) Rough Draft

Week 12
- Book Talks
- Writing Topic: Submit (third) Rough Draft to professor for review

Week 13
- Content Area Reading Strategies
- Writing Topic: Receive professor's review of (third) Rough Draft Revise

Week 14
- Literature Circles
- Writing Topic: (if necessary) submit (third) Rough Draft to professor for review

Week 15
- Differentiation

PART IV: PURPOSE AND NEED

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

    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.**
       N/A

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

    Building on content knowledge and field experiences from previous courses (see prerequisites listed in 8b), this course is appropriate for senior pre-service teacher candidates who need to explore content area literacy theory and methodology, which will then be applied within co-requisite field experiences (8d).

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

    While the course is quite similar to the current MLE4280 – Teaching Reading in the Middle-Secondary School, this revised course is designed to expand the class to include age-appropriate content for early childhood and elementary students.

    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.**
    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 will be required for undergraduate students in Early Childhood, Elementary General/ Middle School options special education dual, 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.

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):**

   Alvermann, D. E., Phelps, S. F., & Gillis, V. R. (2010). *Content Area Reading and Literacy: Succeeding in Today's Diverse Classroom (6th ed.).* Boston: Allyn & Bacon.

   Vacca, R. & Vacca J. (2011) *Content area reading (10th ed).* Boston: Little Brown.

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: 8/16/12

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).

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http://www.eiu.edu/~success/	http://www.eiu.edu/~counsctr/	http://www.eiu.edu/~careers/	http://www.eiu.edu/~disablty/
581-6696	**581-3413**	**581-2412**	**581-6583**