

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		06-456	App. 4-17-07	App. 5-1-07

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit <b>Education of Exceptional Persons Program Dept. of Special Education and Clinical Services</b>	Phone <b>X72456</b>

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**

New Course     
 Course Prefix Change     
 Course Deletion  
 **XX** Course Revision     
 Course Number and/or Title Change     
 **XX** Catalog Description Change

<i>Current Course prefix, number and full title</i> <b>EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities</b>	<i>Proposed course prefix, number and full title, if changing</i> <b>EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities</b>
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**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.     
 Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**

New Degree Program     
 Program Title Change     
 Other  
 New Minor Program     
 New Track  
 Catalog Description Change     
 Program Revision

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Demarachi</i>	1-15-07
Department Chair(s)	<i>Joseph Demarachi</i>	1-15-07
College Curriculum Committee Chair	<i>Joseph Demarachi</i>	3-1-07
College Dean	<i>Mary Ann Rafaths</i>	3-1-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Scheib</i>	4-17-07

**Received**  
MAR - 8 2007

**Received**  
APR 18 2007  
**Liberal Studies**

**Liberal Studies**

## Part II. Description of Curriculum Change

### 1. New Syllabus of Record

#### I. CATALOG DESCRIPTION

**EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities** 3c-01-3cr

**Prerequisites:** EDEX 111, 222, SPLP 254 and a 3.0 GPA

Provides a review of typical and atypical characteristics of learners with disabilities in relationship to the language arts. Examines issues related to the preparation and execution of units of instruction in language arts for persons with mental and/or physical disabilities as well as issues and practices related to students who are English language learners. Stresses the use of diagnostic and prescriptive approaches to the integration of language arts across the curriculum with an emphasis on reading.

#### II. COURSE PURPOSE

The purpose of this course is to provide learning opportunities for students to develop background knowledge of the spectrum of the language arts for personal and professional development, and comprehensive methods and strategies for instructing elementary and secondary level learners with disabilities in the language arts. For this course, language arts are broadly defined as the RECEPTIVE skill areas of listening, reading, and viewing, and the PRODUCTIVE skill areas of talking, writing, and visually representing. Much of our work will focus on the growth and development of communication and collaborative practices. In addition, students are expected to collaborate with each other in planning, designing, implementing, and evaluating instructional activities.

Collaboration and cooperative learning is extensively utilized throughout the course. Since workplace demands require that teachers communicate and collaborate effectively with each other, students will self-evaluate their own communication skills, set goals to improve them, then apply those skills throughout the development of various course activities. Other peer-mediated methods are utilized for in-class activities and assessments. Many in-class assignments will enable students to develop and refine lesson planning strategies for the language arts.

In addition, students will use web-based technology to create a "SNAP" Sheet (Strategies, News, and Pointers). The SNAP Sheet will be organized in newsletter format and will include information that a teacher would likely send out to parents. Communication with families using formal and informal methods will be emphasized throughout the course.

#### III. COURSE OBJECTIVES

Course Objectives	Discipline Specific Standard/ Program Objective	Assessment Techniques *Key Assessment
1. Examine the mental, physical, and social and emotional characteristics of persons with special learning needs and the relationship of those characteristics to teaching language arts	I. Foundations and Content	Exams
2. Apply common principles of learning to the teaching in integrated language arts for students with special learning needs including English language learners	3. Learning Differences and Diversity	*Thematic Unit Exams

language learners		
3. Utilize affective and cognitive domains in the design of integrated language arts programs for students with special needs and English language learners	3. Learning Differences and Diversity 7. Instructional Planning	<b>*Thematic Unit Parent Information SNAP Newsletter Exams</b>
4. Assess children's interests and broaden their experiential base through imaginative integrated language arts instruction	8. Assessment	<b>Exams</b>
5. Coordinate systems for monitoring students' progress in all facets of language arts and coordinating assessment with education programming	4. Instructional Strategies 7. Instructional Planning 8. Assessment	<b>Thematic Unit Exams</b>
6. Devise curriculum, unit, and instructional plans based on scope and sequence outlines that utilize a variety of methodologies (i.e., learning centers, interactive bulletin boards, dialogue journals, reading and writing workshops, etc.)	4. Instructional Strategies 7. Instructional Planning 8. Assessment	<b>Thematic Unit</b>
7. Develop necessary collegial and communication skills for working with other professionals, students, and parents in educational programs; and, develop personal self-evaluative strategies concerning one's own language arts, communication skills, and leadership capacity as a role model for language in a classroom environment	6. Communication 10. Collaboration	<b>Exams Script</b>
8. Discern major strengths and weaknesses of a variety of commercial and non-commercial approaches and employ such programs, as appropriate, into integrated language arts for English language learners as well as learners with special needs	1. Foundation and content	<b>Exams</b>
9. Explore new technologies in language arts instruction for planning, teaching, and evaluating students language arts such as grammar, usage, & spelling, & communicating	6. Communication	<b>Parent Information SNAP Newsletter Final Exam</b>

progress to families		
10. Design effective language arts programs that enhance appreciation for socio-cultural, ethnic diversity, and parental/community participation	1. Foundations and Content 4. Instructional Strategies 7. Instructional Planning 8. Assessment	<b>*Thematic Unit</b>

#### IV. REQUIRED TEXTS

Tompkins, G. E. (2006). *Language Arts Essentials*. Pearson Merrill Prentice Hall: New Jersey.

Pugach, M. & Johnson, L. (2002). *Collaborative Practitioners – Collaborative Schools*, 2<sup>nd</sup> ed. Love: Denver, CO

ProPacket of EDEX 321 Power Point Presentations

#### V. TOPICAL OUTLINE

During the first 3 weeks of class, we will use the Pugach & Johnson text to evaluate the nature of our own communication skills, set and accomplish communication goals, and reflect upon our own developing competence in the communication and social skills areas. The importance of “people skills” cannot be overstated in the field of special education. Methods in language arts must include an opportunity for each student to investigate the nature of his/her own communication skills. Not only are we the role models for communication and social skills in our classrooms, but we are also expected to facilitate meetings, collaborate effectively with colleagues, communicate effectively with the families of our students, and provide training to fellow educators.

So, in addition to our work in the Tomlinson text, we will examine Chapter 1-6 of the Pugach & Johnson text during the first 3 weeks of class. During that time students will journal their communication skills self-assessment, conduct social skill “autopsies,” describe their communication triumphs and bloopers, and set goals to improve social and communication skills. **YOUR FUTURE ROLE AS A COLLABORATING EDUCATOR DEPENDS UPON YOUR SUCCESS IN DEVELOPING THESE CRITICALLY IMPORTANT SKILLS!**

Weeks 1-3 – Read P & J, Chapter 1-6 – for Tuesday classes only

How are teachers expected to collaborate? What skills do they need? We will learn the communication skills that facilitate collaboration and the behaviors that obstruct effective communication. Think of the first three weeks as a workshop in the science of communication and collaboration

##### **Week 1 – Reading: Pro-Packet**

Teaching and Learning the English language arts

1. Views of teaching and language
2. Instructional strategies of the language arts

##### **Week 2 – Readings: Propacket**

Promoting verbal language in the classroom

1. Engaging classroom conversation in the classroom
2. Learning to tell stories
3. Constructing expository text
4. Development of language before and during school-age years

##### **Weeks 3-4 – Readings: Tompkins, Part 1; Propacket**

Teaching Language Arts Today

1. Literature-based classroom environments

2. What is the relationship between language and learning?
3. Scaffolding English Language Learners
4. Critical literacy: Using language for social action

### **Weeks 5-7 – Reading: Tompkins, Parts 2 and 3, handouts**

#### **Listening and Talking**

1. Listening strategies
2. Getting students engaged in listening – lesson planning for listening/talking
3. Why is listening so important for English learners?
4. Assessing listening
5. Language and dialectal variations
6. Academic language: A key to school success
7. Scaffolding English Language Learners: Teach academic language through thematic units

### **Midterm Examination**

### **Week 8-12 – Readings: Tompkins, Parts 4 and 5; Pro-packet, handouts**

#### **Reading and Writing**

1. What's important in reading?
2. The reading process
3. Elements of story structure
4. Multicultural lesson planning using diverse children's literature
5. Gender issues
6. Scaffolding English Learners: Using the writing process successfully
7. Writing workshop
8. Research workshop: Asking questions and writing answers
9. Using Rubrics to assess writing

### **Week 12 and 13 – Reading: Tompkins – Part 6**

#### **Tools for Integrating Language Across the Curriculum**

1. Learning through language
2. Using language to learn in selected curriculum areas
3. Putting it all together with literature
4. Vocabulary strategies
5. Grammar strategies
6. Spelling strategies
7. Scaffolding English Learners: How should I teach grammar to my English learners?

### **Week 14**

#### **Taking it to the school!**

1. the Teacher as Role-Model for language arts
2. The importance of motivation in language arts.
3. Targeting language components for successful classroom participation

### **COURSE REQUIREMENTS**

1. Students will complete a **journal** based on questions and issues related to collaboration and communication skills that are reviewed and discussed during the first 3 weeks of class. Specific guidelines for the journals will be provided in class.
2. **Exams** – There will be a midterm and final examination of an objective nature to assess student understanding of basic concepts, terminology, and issues pertinent to this course.

3. **Script** – each student will be expected to participate in script writing and presentations. This is a fun activity that students have always enjoyed in this course. Skits will “go on the road” for presentation at a local elementary school.
4. **Integrated language arts unit** – students will work collaboratively to create a theme-based integrated language arts unit. The units will address the learning needs and strengths of diverse learners of varying abilities and English language learners. One representative lesson of the unit will be presented or “taught” to classmates. These units will be carefully formatted so they can be easily reproduced for the class.
5. **Unannounced in-class assignments** – there will be periodic in-class assignments that will earn points and CANNOT be made up. It is important that you regularly attend class.
6. **SNAP sheet** – This web-based activity will result in a newsletter that includes an article summary, a brief evaluation of a web site, a teaching tip, a parent tip, a synopsis of a children’s book, and some type of graphic. The SNAP sheets will be reproduced for every student in the class. More about this in class.

## VI. EVALUATION

Journal	20 points
Unannounced assignments	30 points
Mid-term examination	50 points
Language unit/presentation	80 points
Script/presentation	40 points
SNAP sheet	30 points
Final Exam	50 points
<b>TOTAL POINTS</b>	<b>300 points</b>

A	92-100%	= 276-300 points
B	84-91%	=252-275 points
C	76-83%	=228-251 points
D	68-75%	=204-227 points

## VII. ATTENDANCE

The University currently upholds an attendance policy. You may miss up to 2 one-and-one-half-hour classes; however 10 points will be deducted from your overall total points for each class beyond 2. Exceptions may be made for religious holidays, medical emergencies, or family emergencies provided the instructor is contacted by email or phone before class meets, or as soon afterwards as possible.

## **2. Summary of Proposed Revisions**

- A. Utilizing an integrated curriculum approach to infuse content related to instructing students with special needs who are also English language learners content in English language instruction has been added to several topical areas of EDEX 321. Specifically, information related to scaffolding (see definition of scaffolding below) instruction for English Language learning has been infused into the following topics: Teaching Language Arts Today, Listening and Talking, Reading and Writing and Tools for Integrating Language across the Curriculum.

(Scaffolding is an instructional approach involving the adjustment or extension of instruction so that a learner is challenged and able to develop new skills. Scaffolding instruction to meet the needs of a learner can be accomplished through, but not be limited to, manipulating tasks, materials, instructional group size, pace of a presentation and/or the medium used to present information - Boss & Vaughn, 2006).

## **3. Justification /Rationale for the Revision**

- A. Changes in the content of EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities are being made to address impending Pennsylvania Department of Education changes in teacher certification requirements. Specifically, all teachers in Pennsylvania beginning in 2010 will be required to have three (3) credits of course work in Teaching English language learners. In order to be proactive to this requirement we are adding the three credits of English Language learning into the current curriculum. However, realizing that a stand alone course in English language learning would not be sufficient in adequately preparing our teacher education candidates to address the needs of English language learners an integrated curriculum approach is being used to best prepare our candidates. Therefore, one credit of content related to instruction of English language learners will be infused into EDEX 222- Methods of Teaching Reading in to Persons with Disabilities and EDEX 321-Methods of Teaching Language to Persons with Disabilities.

#### 4. Old Syllabus of Record

##### EDEX 321 METHODS OF TEACHING LANGUAGE ARTS TO PERSONS WITH DISABILITIES

3 s.h.

#### I. CATALOG DESCRIPTION

Prerequisite: EX 111, SPLP 254, EX 222

Reviews typical and atypical characteristics of students with disabilities in relationship to the language arts. Emphasizes techniques for teaching written communication, spelling, handwriting, and vocabulary development. Diagnostic and prescriptive approaches are included; integration of language arts throughout the curriculum is stressed.

#### II. COURSE OBJECTIVES

This course is designed to develop:

- A. the ability to understand the mental, physical, and social and emotional characteristics of persons with special learning needs and the relationship of those characteristics to the teaching of the language arts; (**Chapter 354: I.D; CEC: Standard 2 & 3**)
- B. the ability to apply common principles of learning to the teaching of language arts for students with special learning needs; (**Chapter 354: II.A, II.C, II.D; CEC: Standard 4, 5, & 7**)
- C. an understanding of the affective and the cognitive domains as they affect language arts education for the students with special learning needs; (**Chapter 354: II.B; CEC: Standard 5 & 7**)
- D. the ability to ascertain a child's interests and broaden that child's experiential base through language arts instruction; (**Chapter 354: II.B; CEC: Standard 5 & 7**)
- E. the ability to utilize formative diagnostic, formative processes, and summative evaluations when teaching the language arts to students with special learning needs; (**Chapter 354: I.G, II.A; CEC: Standard 7 & 8**)
- F. the ability to synthesize lesson plans, unit plans, and scope and sequence outlines to provide for language arts instruction of students with special learning needs; (**Chapter 354: II.A, II.C, II.D; CEC: Standard 4, 5 & 7**)
- G. the skills of basic communication facilitation and understanding the barriers of effective communication, then applying these skills in a professional self-evaluation of language, communication for collaboration, and leadership as a role model for language in a classroom environment; (**Chapter 354: II.D; CEC: Standard 5 & 7**)
- H. the ability to employ language programs for students with special learning needs that ensures integration of the language arts; (**Chapter 354: I.D, II. C, II.D; CEC: Standard 2, 3, 4, 5 & 7**)
- I. the ability to teach the language arts including composition, grammar, usage, and spelling to students with special learning needs, using a wide array of instructional approaches that includes use of computers and other technologies; (**Chapter 354: I.J, II.C, II.D; CEC: Standard 4, 5, & 7**)

- J. the ability to discern major strengths and weaknesses of a variety of commercial and non-commercial approaches to language instruction; (**Chapter 354: II.D; CEC: Standard 5 & 7**)
- K. an understanding of how to design effective language arts programs that enhance appreciation for Socio-cultural, ethnic diversity, and parental/community participation. (**Chapter 354: II.D, II.F, II.G; CEC: Standard 5, 6 & 7**)

<b>Discipline Specific Standard/ Program Objective</b>	<b>Course Objective and Performance Indicator</b>	<b>Course Assessment Measuring Objective</b>
1. Foundation		Mid-Term Exam
2. Development & Characteristics	A & H	Thematic Unit Mid-Term Exam
3. Learning Differences	A & H	Thematic Unit Parent Information Newsletter Mid-Term Exam
4. Instructional Strategies	B, F & I	Thematic Unit Parent Information Newsletter Mid-Term Exam
5. Environmental & Social Interaction	B,C, D, F, G, H, I, J & K	Thematic Unit Parent Information Newsletter Mid-Term
6. Communication	K	Thematic Unit Parent Information Newsletter Final Exam
7. Instructional Planning	B, C, D, E, F, G,H, I, J & K	Thematic Unit Parent Information Newsletter Final Exam
8. Assessment	E	Thematic Unit Final Exam
9. Ethics		Parent Information Newsletter Final Exam
10. Collaboration		Thematic Unit Final Exam

### III. COURSE OUTLINE

- A. An Orientation to the Course and Its Relationship to Teaching/Learning
- B. The Components of the Language Arts
- C. Special Characteristics of Students with Mental and/or Physical Disabilities
- D. Engaging Language in the Classroom (Listening, Speaking, Reading, Writing)
- E. Multiethnic, multicultural language arts experiences
- F. The Role of Evaluation in the Language Arts Program
  1. Formative diagnostic measures
  2. Formative process evaluations

### 3. Summative assessment

#### G. Planning for Instruction in the Language Arts

1. Lesson plans
2. Unit plans
3. Scope and sequence outlines

#### H. Typical Language Arts Needs of Students with Mental and/or Physical Disabilities

1. Preschool level
2. Elementary level
3. Secondary level

#### I. Bibliotherapy – using language learning in therapeutic ways

1. Listening programs
2. Reading programs
3. Fostering self-initiated programs

#### J. Methods, Material, and Approaches for Teaching Language Arts

1. Determining the appropriate method, material, or approach
2. Computers and technology
3. Printed matter
  - a. Commercially produced
  - b. Classroom productions
4. Learning centers and learning stations
5. Language experience techniques
6. Individualized reading approaches
7. Basal reading programs
8. Directed reading activities

#### K. Writing

1. Mechanics
2. Composition
3. Spelling

#### L. Communication for Collaboration and Cooperative Learning

1. Language development at all levels
2. Effective results through verbal and non-verbal communication

#### M. Language arts and our pluralistic society

1. What is cultural pluralism and diversity
2. Cultural pluralism represented in language arts
3. Cultural pluralism and bibliotherapy

## IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives as demonstrated by successful completion of the following course requirements:

**Journal** - Students will complete a journal based on questions and issues related to collaboration and communication skills that are reviewed and discussed during the first 3 weeks of class. Specific guidelines for the journals will be provided in class, but center on reflections of listening skills, skills for facilitate communication, and roadblocks that hinder communication.

**Exams** – There will be a midterm and a final examination of an objective nature to assess student understanding of basic concepts, terminology, and issues pertinent to the course.

**Script** – Each student will be expected to participate in script writing and presentation. This is a fun activity that students have always enjoyed throughout this course. Skits will be presented “on the road” at local elementary schools.

**Integrated language arts unit** – Students will work collaboratively to create an integrated language arts unit. Lesson will be presented or “taught” to classmates. These units will be carefully formatted so they can be easily reproduced for the class.

**Unannounced in-class assignments** – There will be periodic in-class assignments that will be point-bearing and cannot be made up. It is important that you regularly attend class.

**SNAP sheet** – This web-based activity will result in a newsletter that includes an article summary, a brief evaluation of a website, a teaching tip, a parent tip, a synopsis of a children’s book, and some type of graphic. The SNAP sheets will be reproduced for every student in class.

## V. EVALUATION METHODS

The course grade will be interpreted from the total accumulated points according to the following scale:

92 - 100%	= A
84 - 91%	= B
76 - 83%	= C
68 - 75%	= D
67% & below	= F

## VI. REQUIRED TEXT

Galda, L, Cullinan, B.E. & Strickland, D.S. (1997). *Language, Literacy, and the Child*. (2<sup>nd</sup> Ed.). Fort Worth, TX: Harcourt Brace College Publishers.

## VII. SUPPLEMENTAL REFERENCE

Huck, R., Myers, R., & Wilson, J. (2001). ADAPT: A developmental activity program for teachers. Allegheny Intermediate Unit: Pittsburgh, PA.