

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
 07-31; App-4/15/08 App-4/22/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

| | |
|----------------------------------------------------------------------|---------------------------|
| Contact Person Diane H. Klein | Email Address deeklein |
| Proposing Department/Unit Special Education and Clinical Services | Phone 7-5675 |

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
 Course Revision Course Number and/of Title Change Catalog Description Change

EDHL 451 Teaching Reading to Deaf and Hard of Hearing Persons EDHL 451 Reading for Deaf/HH and English Language Learners

Current Course prefix, number and full title Proposed course prefix, number and full title, if changing

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 Program Revision
 New Minor Program New Track Other

Current program name Proposed program name, if changing

| 4. Approvals | | Date |
|----------------------------------------------------------|------------------|----------|
| Department Curriculum Committee Chair(s) | Joseph Domaradzi | 8.24.07 |
| Department Chair(s) | Joseph Domaradzi | 8.24.07 |
| College Curriculum ^{TECC} Committee Chair | Joseph Domaradzi | 1.28.08 |
| College Dean | May Ann Rafeth | 1.28.08 |
| Director of Liberal Studies * | | |
| Director of Honors College * | | |
| Provost * | | |
| Additional signatures as appropriate: (include title) | | |
| UWUCC Co-Chairs | Gail Sedquist | 4-15-08 |
| | Received | Received |

* where applicable

FEB 21 2008 JAN 30 2008

Part II
Description of Curriculum Change- Course Revision

I. Catalog Description

EDHL 451 Reading for Deaf/HH and English Language Learners 3 class hours
 0 lab hours
 Prerequisites: EDHL 308; 3.0 GPA 3 credits

3c-01-3cr

A writing intensive course that presents concepts of reading instruction and systematic coverage of the methods of teaching reading to all students. Discussion about and adaptation for students who are deaf or hard of hearing and English Language Learners from readiness stages through upper school content reading are emphasized.

II. Course Outcomes

Students will be able to

| | Danielson | CED/CEC | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|-----------------------------------------------------------------|
| 1. identify, compare and contrast the various theories relating to the development of reading and literacy skills | 1 | 1 | Persuasive paper |
| 2. administer and interpret reading assessment tasks | 1 3 | 8 | Midterm Exam |
| 3. utilize various reading strategies and commercially available reading programs in the development and implementation of reading lessons | 3 | 6,7,9 | Children's Literature Project Exam |
| 4. target and adapt instructional materials requiring modification for students with hearing loss and English language learners | 1 3 | 6,7 | Final Exam |
| 5. use current technology and software in the development of reading lessons and the maintenance of data | 1 4 | 4,7,8 | Dialog Journal and Discussions Children's Literature Project |

III. Course Outline

1. What is Literacy? (3 hours)
 - A. Definitions
 - B. Types

2. A Balanced Approach to Literacy (9 hours)
 - A. Theories
 - B. Impact of Hearing Loss
 - C. Impact of English as a Second Language
 - D. Reading Process
 - E. Writing Process

3. Assessment (6 hours)
 - A. Reading Inventories
 - B. Running Records
 - C. Standardized Tests

MIDTERM EXAM (1 hour)

4. Strategies (12 hours)
 - A. Phonemic Awareness
 - B. Alphabetic Code
 - C. Fluency
 - D. Comprehension
 - E. Reader's Workshop
 - F. Writer's Workshop
 - G. Basal Readers
 - H. Genres and Multicultural Considerations
 - I. Literature-Based Programs
 1. Caldecott Awards
 2. Newbery Awards

5. Considerations for Deaf/Hard of Hearing and ELL students (11 hours)
 - A. Specialized materials
 - B. Adaptations

FINAL EXAM

IV. Evaluation Methods

The final grade will be determined as follows:

- 25% two essay exams
- 20% electronic dialog journals and threaded discussions
- 13% persuasive paper
- 35% composition and presentation of two original pieces of children's literature and corresponding lessons
- 7% attendance and participation

V. Grading Scale

A = 92 – 100% B = 83 – 91% C = 74 -82% D = 65 – 73% F < 65%

VI. Attendance Policy

Students are expected to make every effort to attend class. There may be 3 class hours of unexcused absence prior to losing attendance and participation credit. All missed assignments must be made up independently within one instructional class period. Assignments not submitted result in loss of participation credit.

VII. Required textbooks, supplemental books and readings:

Leslie, L & Caldwell, J. (2005). *Qualitative reading inventory 4*. New York: Allyn & Bacon.

Thompkins, G. (2006). *Literacy for the 21st century: A balanced approach*, 4th ed. Upper Saddle River: Pearson Education, Inc.

VIII. Special resource requirements

Students must have access to a computer with MS Word word processing software, a CD or DVD recording device. Students will need to purchase either a CD-R or DVD-R disk.

VIII. Bibliography

Ainsworth, J. (1999). Reading to deaf children. [Electronic version]. *Perspectives in Education and Deafness*, 17(5), Retrieved August 17, 2007, from <http://clerccenter.gallaudet.edu/Products/Perspectives/may-jun99/ainsworth.html>

Colin, S. Magnan, A., Ecalle, J. & Leybaert, J. (2007). Relation between deaf children's phonological skills in kindergarten and word recognition performance in first grade. *Journal of Child Psychology and Psychiatry*, 48, 139–146.

- Goldin-Meadow, S., & Mayberry, R. I. (2001). How do profoundly deaf children learn to read? *Learning Disabilities Research & Practice*, 16 , 222–229.
- Hancock, M. (2007). *Language arts: Extending the possibilities*. Upper Saddle River, NJ: Pearson Education, Inc.
- Ivey, G. , & Fisher, D. (2005). Learning from what doesn't work. *The Best of Educational Leadership 2005-2006*, 7-12
- Lesaux, N. K., & Siegel, L. S. (2003). The development of reading in children who speak English as a second language. *Developmental Psychology*. 39, 1005-1019.
- Literacy-Reading. (2002). *Preparing postsecondary professionals*. Retrieved August 17, 2007, from California State University-Northridge, National Center on Deafness Web site: <http://p3.csun.edu/p3access/mod-litread.html>
- Marschark, M., & Spencer, P.E. (Eds.). (2003). *Deaf studies, language, and education*. New York: Oxford University Press.
- Moore, D. (2001). *Educating the deaf: Psychology, principles, and practices* (5th ed.). Boston: Houghton Mifflin Company.
- Slavin, R., & Cheung, A. (2003). *Effective reading programs for English language learners: A best evidence synthesis*. Retrieved August 17, 2007, from John Hopkins University, Center for Research on the Education of Students Placed At-Risk Web site: www.csos.jhu.edu/crespar/techReports/Report66.pdf

2. Summary of the proposed revision

The course has been updated to reflect the latest information in reading instruction and strategies involved in teaching reading to English Language Learners (ELL).

3. Justification for the revision

The Pennsylvania Department of Education will soon require that every education major have coursework in teaching English Language Learners (ELL). There have also been new strategies developed for bridging American Sign Language to written English. These strategies needed to be incorporated into the course content.

Syllabus of Record

I. Catalog Description

| | |
|-----------------------------------------------|---------------|
| EDHL 451 Reading for Deaf/HH and ELL Learners | 3 class hours |
| | 0 lab hours |
| Prerequisites: EDHL 308; 3.0 GPA | 3 credits |

Presents basic concepts of developmental reading instruction and systematic coverage of the methods of teaching reading to students who are deaf or hard of hearing from readiness stages through upper school. (Offered as EDHL 351 prior to 2003-04)

II. Course Outcomes

Students will be able to

1. identify, compare and contrast the various theories relating to the development of reading and literacy skills
2. administer and interpret reading assessment tasks
3. utilize various reading strategies and commercially available reading programs in the development and implementation of reading lessons
4. target and adapt instructional materials requiring modification for students with hearing loss and English language learners
5. use current technology and software in the development of reading lessons and the maintenance of data

III. Course Outline

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 - E. Writing Process

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 - B. Running Records
 - C. Standardized Tests

MIDTERM EXAM (1 hour)

4. Strategies (12 hours)
 - A. Phonemic Awareness
 - B. Alphabetic Code
 - C. Fluency
 - D. Comprehension
 - E. Reader's Workshop
 - F. Writer's Workshop
 - G. Basal Readers
 - H. Literature-Based Programs
5. Considerations for Deaf/Hard of Hearing and ELL students (11 hours)
 - A. Specialized materials
 - B. Adaptations

FINAL EXAM

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Moore, D. (2001). *Educating the deaf: Psychology, principles, and practices* (5th ed.). Boston: Houghton Mifflin Company.

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