LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-74e.	AP- 4/12/11	App-4/19/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Susie Fello	Email Address sfello@iup.edu
Proposing Department/Unit Professional Studies in Education	Phone 724-357-2047

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)

__X__New Course	_____Course Prefix Change	_____Course Deletion
_____Course Revision	_____Course Number and/or Title Change	_____Catalog Description Change

MIDL 408 Literacy in the Content Areas

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,
_____ This course is also proposed as an Honors College Course.   Pan-African)

3. Program Proposals

	_____Catalog Description Change	_____Program Revision
_____New Degree Program	_____Program Title Change	_____Other
_____New Minor Program	__X__New Track	

Middle Level Education Grades 4-8

Current program name	*Proposed* program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	*Mary Jane Handcal*	4/7/11
Department Chair(s)	*Jennifer V. Rotigel*	4/8/11
College Curriculum Committee Chair	*Joseph Domaracki* TECC	4.8.11
College Dean	*Mary Ann Rafoth*	4.11.11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	*Gail Sechrist*	4/12/11

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Part II. Description of Curricular Change

1. **Syllabus of Record**

I. **Catalog Description**

MIDL 408 Literacy in the Content Areas   3c-0l-3cr

Prerequisite: MIDL 222

Designed to provide pre-service teachers with various strategies, techniques, and materials related to teaching reading and writing in various content areas. Current research and practical applications will be interwoven into this course to assist teachers in the development of successful methods for comprehending text in science, social studies, health, English, and mathematics. This course is intended for undergraduate students as a special elective or as a required course for Middle Level Education with a specialization in English/Language Arts.

II. Course Objectives:

Upon successful completion of this course the students will:
1. Identify the components of a comprehensive approach to develop content acquisition in grades 4-8. (PDE : IA.1, IIA.3, IE.1, IE.2, IE.5, IE.10, NMSA-2, 3, 5)
2. Incorporate reading strategies into content areas and identify various levels of comprehension for all middle level learners. (PDE- IE.1, IE.2, IE.3, IE.8, IF.1,II.A.4, III.A, III. B:NMSA: 3,4,5)
3. Guide textbook discussions, develop background knowledge, and introduce vocabulary for understanding text in all content areas. (PDE: IA.2, IA.6,IIA.1, IIA. 3, IE.1, IE.3, IE.5, IE.8, IE.10 NMSA: 2, 3, 4, 5, 7)
4. Plan activities that integrate technology and enhance oral and written communication skills for content presentations at the middle level. (PDE: IF.1, IF.2, IF.3, IF.8, IF.9 NMSA: 2, 3, 4, 5,7)
5. Examine instructional materials, programs, and classroom environments that support content instruction and promote cultural sensitivity and multiculturalism in grades 4-8. (PDE: IB.1, IB.2, IE.1, IE.2, IE.11, IIA.3, NMSA: 1, 2, 3, 4, 5, 6, 7)
6. Adapt content materials that are appropriate for diverse learners, special need students, and ELL students. IA.6,IC.2, IC.4, IE.1, IE.2, IF.6, IH.5, IH.6, II.A.5, III.C, III.D, III.E;NMSA:2, 3, 4, 5, 6, 7)
7. Assess students' background knowledge, attitudes, and interests related to various content areas. (PDE: IA.6, IA.8. IB.4, IC.2, IC.4, IE.1, IE.2, IE.3, IE.7, IE.8, IF.3, IF.7, NMSA: 2, 3, 4 ,5, 6, 7)
8. Demonstrate professionalism characteristic of an educator, using communication skills and collaboration to meet the demands of teaching in grades 4-8. (PDE: IA.1, IA.2, IA.7, IH.1, IH.2, IH.3, IH.4, IH.5, IH. 6, NMSA: 1, 2, 3, 4, 5, 6, 7)

Key assessment: Lesson Plans for Content Acquisition
            Vocabulary Development Activity for Content Areas

Student Outcomes Matrix

College of Education and Educational Technology	Course Objective	NMSA Standards	IRA Standards	PDE Guidelines for Middle Level	Assignments
Planning and Preparation	1	2, 3, 5	1, 2	IA.1 IIA. 3, IE.1, IE.2, IE.5, IE.10	Quiz
Planning and Preparation Instruction	2	3, 4, 5	1, 2, 3	IE.1, IE.2, IE.3, IE.8, IF.1, IIA.4, III.A, III.B	Group discussions
Classroom Environment Instruction	3	2, 3, 4, 5, 7	2, 3, 4	IA.2, IA.6, IIA.1,IIA.3, IE.1, IE.3, IE.5, IE.8, IE.10	Key Assessment: Lesson plan for content acquisition
Classroom Environment Instruction Professionalism	4	2, 3, 4, 5, 7	2, 3, 4	IF.1, IF.2, IF.3, IF.8, IF.9	Group discussion
Planning and Preparation Classroom Environment Professionalism	5	1, 2, 3, 4, 5, 6, 7	4, 5	IIA.3, IB.1, IB.2, IE.I, IE.2, IE.11	Midterm Final exam
Planning and Preparation Classroom Environment Instruction	6	2, 3, 4, 5, 6, 7	3, 4	IA.6, IC.2, IC.4, IE.1, IE.2, IF.6, IH.5, IH.6, IIA.5, III.C, III.D, III.E	Key assessment: Content vocabulary development activity
Instruction Professionalism	7	2, 3, 4, 5, 6, 7	5	IA.6, IA.8, IB.4, IC.2, IC.4, IE.1, IE.2,IE.7, IE.8	Quiz
Professionalism	8	1, 2, 3, 4, 5, 6, 7	5	IA.1, IA.2, IA.7, IH.1, IH.2, IH.3, IH.4, IH.5, IH.6	Vocabulary development activities

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III. Detailed Course Outline

Date(s)	Preparation/ Reading Assignment	Course Outline Topic(s)- May vary to meet students' needs	Other Assignment(s) Due
Week One		Literacy Matters- Chapter 1 Importance of reading and writing in the content areas	Read Chapter 2
Week Two		Learning with Literacies – RTI for struggling readers Webquests	Read Chapter 3
Week Three		Culturally Responsive Teaching Linguistic differences Multicultural Differences Sheltered instruction of ELL	Read Chapter 4 and 5
Week Four		Instructional planning for Content Literacy	Quiz Read Chapter 6
Week Five		Activating Prior Knowledge	Read Chapter 7
Week Six		Guiding Discussions and encouraging comprehension Modeling comprehension strategies	**Lesson Plans for reading comprehension in one content area**
Week Seven		Midterm Test Writing Across the Curriculum- using writing in all content areas Integrating reading and writing	Read Chapter 9
Week Eight		Developing Vocabulary and Concepts Concept maps Reinforcing and extending vocabulary knowledge	Read Chapter 8 Submit idea for vocabulary activity
Week Nine		Using trade books and textbooks in the Content classroom Reader response Self-selected readings Process Drama	Read Chapter 11
Week Ten		Group discussion of content topics Use of graphic organizers Internal and external text structure Structured study guides	Read Chapter 10
Week Eleven		Evidence-based best practices in the content areas Text studying strategies Assisting students with writing summaries	Read chapter 12

Week Twelve		Literacy Coaches in the English/ Language arts classroom	Review pages 400-417
Week Thirteen		Literacy Coaches in the science and social studies classroom	**Presentations of vocabulary development activities**
Week Fourteen		Word work in various content areas- Using reading, speaking, writing, and listening skills for content acquisition	
Week Fifteen		Final exam	

IV. Evaluation Methods:

> The core assignments listed below are designed to assess students' content knowledge and application skills from the course content. Actual point value may vary.

> Exam 1(midterm)   50 points
> Quizzes (2-worth 20 points each)   40 points
> Lesson Plans for vocabulary development
>   and reading comprehension-   30 points
> Content vocabulary activity   30 points
> Effective Participation/Preparation   20 points
> Final Exam   50 points

Total Points for Course   **220 points**

V. Example Grading Scale

Final grades will be determined by calculating the number of points earned divided by the total number of points possible. This percentage equates to the following grades:
92-100% A   84-91% B   75-83% C   65-74% D   Below 65% F

VI. Undergraduate Course Attendance Policy:
The university expects all students to attend class. This course adheres to the University Policy. Two class absences are allowed, without penalty, since it is a three-credit course. All other absences will affect one's participation points. Students should exhibit proper behavior and demonstrate respectfulness as characteristic of professionals. Professional conduct includes refraining from using cell phones during class sessions.

VII. Required textbook:
Vacca, R. & Vacca, J. (2010). (9th ed.) *Reading in the Content Areas: Literacy and Learning Across the Curriculum.* Boston, MA: Pearson Education

VIII. Special Resource Requirements: None

IX. Bibliography:

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Holdaway, D. (1979). *The foundations of literacy.* New York: Ashton Scholastic.

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*Macrine, S. L., & Sabbatino, E. D. (2008). Dynamic assessment and remediation approach: Using the DARA approach to assist struggling readers. *Reading & Writing Quarterly, 24*(1), 52-76.

*Manyak, P. C. (2007). A framework for robust literacy instruction for English lanuage learners. *Reading Teacher, 61*(2), 197-199.

Morrow, L. M., Gambrell, L. B., & Pressley, M. (2003). *Best practices in literacy instruction* (2nd ed.). New York: The Guilford Press.

National Reading Panel (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Washington, DC: National Institutes of Health.

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All bibliography items that have an asterisk refer to readings to assist pre-service teachers with instruction of special needs students and ELL students.

Course Analysis Questionnaire
MIDL 408 Literacy in the Content Areas

Section A: Details of the Course

A1 This course is one of the content courses for the Middle Level Grade4-8 English/language arts specialization certification program. All students in this course should be seeking certification as a middle level teacher or secondary educator.

A2 This is a newly-developed course to satisfy the PDE requirements for middle level teachers who will be teaching in grades 4-8 who are seeking English/ Language Arts specialization, however has applicability to be taken by other education majors across the university.

A3 MIDL 408 has never been offered prior to date.

A4 This is not a dual-level course.

A5MIDL 408 is a three-credit course that cannot be taken for variable credit.

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A6 Other higher education institutions in Pennsylvania may be offering a similar English/Language Arts literacy content course to meet the newly-established PDE requirements for teacher certification and the use of technology with literacy, but not this particular one.

A7 The Pennsylvania Department of Education has changed the requirements for certification. This course would prepare teachers to assist diverse learners in grades 4-8 with literacy skills in the English/Language Arts or other literacy-related areas of teacher preparation. The National Middle School Association Standards are included in this proposed course.

Section B: Interdisciplinary Implications

B1 This course will be delivered by instructors from the Professional Studies in Education Department.

B2 This course does not conflict with any other English/Language Arts content/methodology course offered by any other department. Since this course is part of the Middle Level Certification with English/Language Arts Specialization, collaboration with the English Education department has occurred prior to the inclusion of this course. No other department is offering a similar course.

B3 MIDL 408 cannot be cross-listed with other departments.

Section C: Implementation

C1 Faculty resources to teach this course are adequate.

C2 No other resources would be needed to teach this course.

C3 There are no grant resources allocated for this course.

C4   It is possible for at least one section of this course to be offered each semester.

C5 Two sections of the course may be offered in one semester if one section is delivered at an off-campus site. No plans exist for that at this time.

C6 It is anticipated that there would be 15-20 students in one section of the course. For simulations, role-playing, and other interactive teaching strategies, twenty is an ideal number.

C7 There is no professional society that limits the enrollment in this course.

C8 This course is not a distance-education course at this time.

Section D: Miscellaneous

This course is part of the 30 content credits required by PDE for Middle Level Education with a specialization in English/ Language Arts. These courses are:

ENGL 101   College Writing
ENGL 122   Intro to English Studies
ENGL 202   Research Writing
ENGL 314   Speech and Communication in the Secondary Classroom
ENGL 324   Teaching and Evaluating Writing
ENGL 330   Structure of the English Language

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MIDL 221 Literature for Middle Level
MIDL 222 Reading Instruction and Assessment in Grades 4-8
MIDL 321 21st Century Literacies for Diverse Learners
MIDL 408 Literacy in the Content Areas
MIDL 422 Diagnostic and Remedial Reading