

New Course Request

Indiana University

IUSB

Campus

Check Appropriate Boxes:

Undergraduate credit

Graduate credit

Professional credit

1. School/Division Education 2. Academic Subject Code EDUC

3. Course Number E370 (must be cleared with University Enrollment Services) 4. Instructor Susan Cress

5. Course Title Language Arts and Reading I

Recommended Abbreviation (Optional) \_\_\_\_\_  
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2003

7. Credit Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

8. Is this course to be graded S-F (only)? Yes \_\_\_\_\_ No X

9. Is variable title approval being requested? Yes \_\_\_\_\_ No X

10. Course description (not to exceed 50 words) for Bulletin publication: The student will broaden their knowledge of the theoretical base as well as instructional strategies to enhance literacy practices throughout the preprimary and primary childhood years. The course will cover emergent literacy by emphasizing literacy practices which engage children in integrated, meaningful and functional activities. P - Eng 205, L390

11. Lecture Contact Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

12. Non-Lecture Contact Hours: Fixed at \_\_\_\_\_ or Variable from \_\_\_\_\_ to \_\_\_\_\_

13. Estimated enrollment: 25 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Fall/Spring Will this course be required for majors? yes

15. Justification for new course: New licensing and standards for Pre K-2

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Approved by:

Susan W. Cress Date 6-27-02  
Department Chairman/Division Director

[Signature] Date 6-27-02  
Dean

\_\_\_\_\_  
Date \_\_\_\_\_  
Dean of Graduate School (when required)

\_\_\_\_\_  
Date \_\_\_\_\_  
Chancellor/Vice-President

approved Ed Council 12-17-02

David W. Krumm

\_\_\_\_\_  
Date \_\_\_\_\_  
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White

Michelle K. Anderson 2/13/03  
Senate Curt. Comm.

**Course Name:** Language Arts and Reading 1- TEP, ENG G205, L390

**Course Number:** E 370

**Course Description:** The student will broaden their knowledge of the theoretical base, as well as instructional strategies to enhance literacy practices of children ages 0 - 8. The course will cover developing literacy by emphasizing practices which engage children in integrated, meaningful, and functional activities.

**Text:** Morrow, L. (2001). Literacy Development in the Early Years (4<sup>th</sup> ed.). Boston: Allyn and Bacon.

**Course Objectives:** INTASC principles are coded for each objective. Principles, coded "P" will be attached to the syllabus. Objectives are also linked to the IPSB standards, #1-8, which can be viewed at [http://www.in.gov/psb/future/early\\_child.htm](http://www.in.gov/psb/future/early_child.htm)

Upon completion of the course students will be able to:

1. Discuss the foundations of early literacy development. (P1)
2. Integrate Language Arts and Reading into thematic instruction and projects. (P4)
3. Assess the learning needs of all young children. (P2, 3, 8)
4. Describe the family literacy partnerships between home and school. (P9,10)
5. Describe and plan language and literacy strategies for young children. (P2, 3, 4, 7, 9, 10)
6. Describe young children's literacy development. (P2,3)
7. Motivate learning through children's literature. (P3,5,9)
8. Plan strategies which incorporate concepts of print, phonemic awareness, and process writing. (P2,3,4,7,9,10)

**Course Requirements:**

1. Attendance and participation are extremely important. Many of the topics we discuss in class and the activities we complete include information and research from other sources.
2. There will be a midterm and final evaluation.
3. Readings are listed in the course outline. The information should be read prior to coming to class.
4. Critique 5 articles not included in the syllabus which directly relate to children birth to 8 and the topics listed in the syllabus. Why is this a requirement? Reading professional journals should be a lifetime career practice. It will keep you "up to date" on the latest research, applications from the field, and will allow you to continue to reflect on "best practice in education.
5. You will be required to submit 10 model lesson plans throughout the semester on various literacy strategies. More information will be given during the first class.

6. Each individual will be required to submit an end of the semester project. This will consist of either a family-school connection literacy project or a children's literature project.
7. Each student will be required to submit a thematic unit showing clear integration of content and literacy practices.
8. Will reflect, in writing, on the literacy case studies presented.

### **Class Schedule**

#### **Week one: Foundations of Literacy Development**

- Theories of Development
- Recent Research
- Integration of Language Arts with other areas
- Child Development

#### **Week two: Observing and Assessing Language Needs**

- Assessment Issues
- Portfolios
- Diversity Issues

#### **Week three: Family Literacy Partnerships**

- Parent Involvement
- Reading to children
- Multicultural perspectives
- Model Programs

#### **Week four: Language and Literacy Development**

- Halliday's Theory
- Stages in development
- Strategies
- Assessment

#### **Weeks five and Six: How Children Learn to Read and Write**

- Developmental trends
- Emergent Literacy
- Psycholinguistic Cueing Systems
- Position Statement on Literacy Practices

#### **Week seven: Midterm**

- Using Children's Literature
- Literacy Centers

**Week eight:** Children's Literature  
Providing a Rich Environment  
Literature Activities

**Week nine:** Developing Concepts about books  
Activities  
Comprehension  
Standards  
Assessment issues

**Week ten:** Word Study Skills  
Phonemic Awareness  
Phonics  
Structural Analysis  
Semantic Analysis

**Week eleven:** Writing and Literacy Development  
Process writing  
Objectives  
Strategies  
Assessment

**Week twelve:** Organizing the environment  
Literacy rich learning environments  
Centers  
Assessing the environment

**Week thirteen:** Analyzing literature for young children  
Multicultural literature

**Week fourteen:** Literacy-related software and web sites

**Week fifteen:** Sharing of final projects

### **Grading**

<b><u>Activity</u></b>	<b><u>Points</u></b>	<b><u>Total Points</u></b>
Attendance/Participation	25	25
Article Critiques	10 x 5	50
Lessons	10 x 10	100
Project	50	50
Unit	50	50

**Grading Scale****A- 93-100%****B- 83-92%****C- 73-82%****References**

Armington, D. 1997. *The living classroom: Writing, reading and beyond*. Washington, DC: NAEYC.

Barclay, K., C. Benelli, & Curtis, 1995. Literacy begins at birth: What caregivers can learn from parents of children who read early. *Young Children* 50 (4): 24-28.

Bredekamp, S., & Copple, eds. 1997. *Developmentally appropriate practice in early childhood programs, revised edition*. Washington, DC: NAEYC.

Burns, M.S., P. Griffin, & C. Snow, eds. 1999. *Starting out right: a guide to promoting children's reading success*. Washington, DC: National Academy Press

Cunningham, P., and Allington, 1999. *Classrooms that work: They can all read and write*. NY: Alman.

Davidson, J. 1996. *Emergent literacy and dramatic play in early education*. Albany, NY: Delmar.

Dickenson, D., 1994 *Bridges to literacy: Children, families, and schools*. Cambridge, MA: Blackwell.

Duke, N. 2000. 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly*, 35, 202-224.

Fisher, B. 1998. *Joyful learning in kindergarten*. Portsmouth, NH: Heinemann.

Genisio, M. & M. Drecktrah. 1999. Emergent literacy in an early childhood classroom: center learning to support the child with special needs. *Early Childhood Education Journal* 26 (4) 225-31.

Greenberg, P. 1998. Some thoughts about phonics, feelings, Don Quixote, diversity, and democracy: Teaching young children to read, write, and spell, Part 1. *Young Children*. 53 (6): 72-83.

Greenberg, P. 1998. Thinking about goals for grownups while we teach reading, writing, and

- spelling (and a few thoughts about the "J" word). *Young Children*. 53(6): 31-42.
- Greenberg, P. 1998. Warmly and calmly teaching young children to read, write, and spell: Thoughts about the first of four of twelve well-known principles, part 2. *Young Children* 53 (5): 68-82.
- Hiebert, E. & P. Pearson. 2000. Building on the past, bridging to the future: A Research Agenda for the Center for the Improvement of Early Reading Achievement. *Journal of Educational Research* 93: 133-44.
- Morrow, L.M., D. Strickland, & D.G. Woo, 1998. *Literacy instruction in half-and-whole-day kindergarten: Research to practice*. Newark, DE: International Reading Association.
- Nel, E.M. 2000. Academics, literacy and young children: A plea for a middle ground. *Childhood Education* 76 (3) 136-41.
- Neuman, S.B. 1996. Children engaging in storybook reading: The influence of access to print resources, opportunity, and parental interaction. *Early Childhood Research Quarterly* 11: 495-514.
- Neuman, S. B., & Roskos, eds. 1998. *Children achieving: Best practices in early literacy*. Newark, DE: International Reading Association.
- Neuman, S. B. & D. Celano. 2001. Access to print in low-income and middle-income communities: An ecological study of four neighborhoods. *Reading Research Quarterly* 36 (1): 8-26.
- Neuman, S. B. & D. Celano. 2001. *Access for all; Closing the book gap for children in early education*. International Reading Association.
- Neuman, S. B. C. Copple, & S. Bredekamp. 1999. *Learning to read and write: Developmentally appropriate practices for young children*. NAEYC.
- Teale, W.H., & E. Sulzby. 1989. Emergent Literacy: New perspectives. In *Emerging literacy: Young children learn to read and write*, eds. D. Strickland & L.M. Morrow, 1-15. Newark, DE: International Reading Association.
- Schickedanz, J.A. 1999. *Much more than the ABC's: The early stages of reading and writing*. Washington, DC: NAEYC.

## INTASC (Interstate New Teacher Assessment and Support Consortium) STANDARDS

### SUBJECT



Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

### DEVELOPMENT



Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

### DIFFERENTIATION



Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

### INSTRUCTION



Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

### CLASSROOM MANAGEMENT



Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### COMMUNICATION



Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

### PLANNING



Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### ASSESSMENT



Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

### REFLECTION



Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### COMMUNITY



Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.