New Course Request

Indiana University

IUSB Campus

Check Appropriate Boxes: Undergraduate credit [X] Graduate credit [ ] Professional credit [ ]

1. School/Division: Education
2. Academic Subject Code: EDUC
3. Course Number: 02410 (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 [X] No [ ]
9. Is variable title approval being requested? Yes [X] No [ ]
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 105, 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:

[Signature]
Department Chairman/Division Director
Date 6-27-02

Approved by:

[Signature]
Dean
Date 6-27-02

Dean of Graduate School (when required)
Date

[Signature]
Chancellor/Vice-President
Date

[Signature]
University Enrollment Services
Date

Approved by Council 12-17-02

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.

UP S 724

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

[Signature]
Senate Curr. Comm. 2/13/03
Course Name: Language Arts and Reading 1- TEP, ENG G205, L390
Course Number: E 379

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.


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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Total Points</th>
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<td>Attendance/Participation</td>
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<td>Article Critiques</td>
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<tr>
<td>Unit</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
Grading Scale
A- 93-100%
B- 83-92%
C- 73-82%
References
Cunningham, P., and Allington, 1999. Classrooms that work: They can all read and write. NY: Alman.
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.


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.