New Course Request

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

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

3. Course Number  E372  (must be cleared with University Enrollment Services)
4. Instructor  Young

5. Course Title  Language Arts and Reading III
   Recommended Abbreviation (Optional)  
   (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  Fall 2005
7. Credit Hours: Fixed at 3.0 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:  This course focuses on methods, materials, and techniques employed in the assessment and instruction of elementary students experiencing or at risk for literacy difficulties. This is the last course in the three-course sequence in Language Arts and Reading.

11. Lecture Contact Hours: Fixed at 3.9 or Variable from  to 
12. Non-Lecture Contact Hours: Fixed at  or Variable from  to 
13. Estimated enrollment: 75 of which 0 - 58 percent are expected to be graduate students.
14. Frequency of scheduling: Fall-Spring  Will this course be required for majors?  Yes [X] No [ ]
15. Justification for new course:  To meet new licensing requirements for early and middle childhood.
16. Are the necessary reading materials currently available in the appropriate library?  Yes [X] No [ ]
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]  Date 9/5/03  
Department Chairman/Dean Director

Approved by:  

[Signature]  Date 10/8/03  
Dean

Chancellor/Vice-President  Date 
Approved:  Finance Council  Date 11/14/03  
Approved by:  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.

Linda Chen  1/9/04  
University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Course Name: Language Arts and Reading III  
Course Number: E372 (3 cr.)

Course Description: This course focuses on methods, materials, and techniques employed in the assessment and instruction of elementary students experiencing or at-risk for literacy difficulties. This is the last course in the three-course sequence in Language Arts and Reading.


Course Objectives: INTASC principles are coded for each objective. Principles, coded "P", are attached to syllabus. Objectives are also linked to the IPSB standards 1-8 for Teachers of Early Childhood and Middle Childhood, which can be viewed at

Upon completion of the course, students will be able to:

1. Discuss the relationship of reading, writing, listening, speaking and thinking in elementary school students. (P1, 2)
2. Demonstrate basic competence in administering and interpreting formal, informal, and authentic literacy assessment tools and techniques. (P8, 9)
3. Apply strategies to help young readers and writers. (P2, 3, 4, 7, 9, 10)
4. Apply a variety of corrective instructional strategies with students experiencing literacy difficulties (P1, 3, 4, 7, 8, 9)
5. Select appropriate materials and technology for corrective instruction. (P1, 3, 4, 7, 8, 9)
6. Plan and integrate language arts instruction for students with literacy difficulties. (P1, 3, 4, 7, 8, 9)
7. Plan, implement, and evaluate an individualized program of literacy instruction that is developmentally appropriate and research- and standards-based for an elementary student with literacy difficulties. (P1, 3, 4, 5, 6, 7, 8, 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. There are also a number of in-class activities and group assignments you must complete.

2. There will be a midterm and final examination.

3. Readings from the texts are listed in the course outline. The information should be read prior to coming to class.

4. For this course, you will be working one-on-one with an elementary student for 16 clock hours as part of the Block 3 M401 Field Experience. The purpose of this 16-hour experience is to provide you an opportunity to apply diagnostic and corrective techniques in planning and executing a short-term corrective literacy program. Specific requirements are:

**Diagnostic Component:** The first three hours of the field experience are devoted to informal diagnostic assessment. The assessment will include information gathered from one-on-one interaction with your assigned student. During the assessment you will administer an IRI and a reading attitude measure, interview the student about his/her interests, and use any other activities/materials that you believe will help you learn about your student as a reader, writer and learner. Diagnostic materials summarizing what you have learned about your student's strengths, weaknesses and literacy needs will be prepared and submitted as part of your field experience requirements. You will be given a separate handout outlining the required materials. In addition, you will prepare a one-page typed Corrective Plan that will identify instructional goals and describe the methods and materials you intend to use with your student. The Corrective Plan will also provide a rationale for the goals, methods and materials selected. You will submit this Corrective Plan to your instructor via LiveText.

**Instructional Component:** You will meet with your student for 12 hours of individualized corrective literacy instruction based on your Corrective Plan. You will maintain a tutorial file of your work with your student. The file will contain your assessment materials, lesson plans, reflections and copies of any written work the student completes. Lesson Plans must be prepared for each lesson taught. Each lesson plan must be accompanied by the reflective analysis and referenced to the appropriate Indiana Reading/Language Arts standards. Lesson plans will be prepared prior to teaching the lesson and approved by your instructor and/or field experience classroom teacher. You will select three of your lesson plans for evaluation.
Final Evaluation Component: Your field experience will conclude with a final session devoted to assessing the progress of your student during the course of your work with him/her. You will write a one-page Final Evaluation Report that evaluates both the progress of your student and the effectiveness of the methods and materials used during the Instructional Component.
Class Schedule

**Week one:** Introduction to Literacy Difficulties: Definitions, Nature of Corrective Instruction, Principles of Corrective Instruction, Role of Standards

**Week two:** Factors Involved in Literacy Difficulties: Cognitive, Visual Processing, Language, Orthographic Processing, Social and Emotional, Educational, Social and Cultural Factors

**Week three:** Overview of Assessment: Dynamic Assessment, Authentic Assessment, Formal and High-Stakes Tests, Evaluating Assessment Devices

**Weeks four and five:** Informal Reading Inventory, Miscue Analysis, Running Records, Using Assessment Data to Plan Instruction

**Week six:** Assessment of Reading and Writing Processes: Decoding, Comprehension, Study Skills, Vocabulary, Writing, Spelling

**Week seven:** Midterm Examination; Emergent Literacy and Early Intervention Programs: Developing Literacy Concepts, Phonological Processes and Reading, Early Intervention Programs

**Week eight:** Teaching Phonics, High-Frequency Words and Fluency: Content of Phonics, Approaches to Teaching Phonics, Word Analysis Strategies, High-Frequency Words, Building Fluency

**Week nine:** Syllabic, Morphemic and Contextual Analysis: Teaching Syllabic Analysis, Teaching Morphemic Elements, Contextual Analysis, Using the Dictionary

**Week ten:** Building Vocabulary: Word Knowledge and Comprehension, Principles of Vocabulary Instruction, Techniques for Teaching and Remembering Words

**Week eleven:** Building Comprehension: Causes of Comprehension Difficulty, Comprehension Strategies, Teaching Strategies, Questioning

**Week twelve:** Reading in the Content Areas: Text Structure, Instructional Techniques, Collaborative Approaches, Content Knowledge,
Reading to Learn and Remember, Study Strategies

**Week thirteen:** Building Writing Strategies: Guided Writing, Strategic Writing Instruction, Rubrics, Writing Programs for Struggling Readers and Writers, Spelling, Handwriting

**Week fourteen:** Severe Problem Cases and Students Acquiring English: VAKT, Orton-Gillingham, Word Building, Working with ENL Students

**Week fifteen:** Organizing Early Intervention and Corrective Reading Programs: No Child Left Behind, Components of a Corrective Program, Professional Development, Technology

**Week sixteen:** Final Examination

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**Grading:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/participation</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Final Examination</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Diagnostic Materials and Corrective Plan</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Lesson Plans (3 graded)</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>Final Evaluation Report</td>
<td>25</td>
<td>25</td>
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</tbody>
</table>

**Grading Scale**

- A=93-100%
- B=83-92%
- C=73-82%
- D=<73%


**Related Web Sites**

International Reading Association

LiveText

No Child Left Behind
Date: November 17, 2003

To: Diane Young  
    NS368, IUSB

From: Dave Kinman  
      Ed. 4135, IUB

Enclosed please find the New Course Request Form and syllabus for Educ E372, which has been approved by the system-wide Education Council.

After your review and approval of these materials, please forward the syllabi and the Course Request Forms to the appropriate persons in your Registrar's Office for processing. At this time you may request interim approval to offer these courses.

Feel free to contact me at kinman@indiana.edu if you have questions.

Office of the Dean

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