New Course Request

Indiana University
South Bend Campus

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

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

3. Course Number C502 (must be cleared with University Enrollment Services) 4. Instructor S. Bontrager

5. Course Title Elementary Reading and Language Arts Curriculum I Recommended Abbreviation (Optional)

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall/2009

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:
    Introduction to the developmental reading and language arts
    program in the elementary school, use of reading and language
    arts in various curriculum areas, appraisal of reading
    and language arts abilities, and techniques and materials
    for instruction. This course is intended for initial certification
    graduate students.

11. Lecture Contact Hours: Fixed at 37.5 or Variable from to

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

13. Estimated enrollment: 20 of which 100% percent are expected to be graduate students.

14. Frequency of scheduling: once per year. Will this course be required for majors? Yes

15. Justification for new course: need an appropriate course for initial licensure in the content area.

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:

Susan W. Cuss Date 3-9-09
Department Chairman/Division Director

Approved by:

Karen Clark Date 3/13/09
Dean

Chancellor/Vice-President Date

University Enrollment Services Date

Dean of Graduate School (when required)

Education Council 4/28/09

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
ELEMENTARY READING AND LANGUAGE ARTS CURRICULUM I

Course Number: Sydney Bontrager
Instructor:
Phone:
Office:
Office Hours
E-mail:

SCHOOL OF EDUCATION MISSION STATEMENT
The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

COURSE DESCRIPTION
Introduction to the developmental reading and language arts programs in the elementary school, use of reading and language arts in various curriculum areas, appraisal of reading and language arts abilities, and techniques and materials for instruction. This course is intended for initial certification graduate students.

PREREQUISITES
Entrance into the Teacher Education Program.

REQUIRED COURSE TEXT
Textbooks
Vacca, J.L., et. al. (2008). Reading and learning to read. Pearson: Boston, MA.

Children’s Book
The Invention of Hugo Cabret by Brian Selznick

Commitment to Professionalism
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at: http://www.dsa.indiana.edu/Code/.

Commitment to Diversity
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today’s diverse classrooms. One example from this class is….. Read and review a variety of multicultural children’s literature

Commitment to Technology
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is to create a Powerpoint Presentation of the Basal Project

University and School of Education policies
Electronic mail (email) is the official means of communication with students at Indiana University South Bend. A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.
ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES STATEMENT: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Head or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs ("VCAA"). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

DISABILITIES STATEMENT: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disability Support Services (Administration Building, room 113; telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabilities Support Services [http://www.iusb.edu/~sdiss].

ACADEMIC HONESTY STATEMENT: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing [http://www.dsa.indiana.edu/Code/]. Any violation may result in serious academic penalty, including receiving a warning, failing the assignment, failing the course, or expulsion from the University.

Field Experience Note: You may be required to provide a criminal history check to school corporations before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

Please Note:
Students in the School of Education are required to post select artifacts (assignments) on LiveText or in Oncourse. Therefore, students may be required to purchase and utilize LiveText at any time during this course. The instructor will notify you if you are required to post assignments on LiveText.

CLASS PARTICIPATION / PROFESSIONALISM / ATTENDANCE
Your teaching professionalism begins here at IUSB. It is very important that you maintain a positive attitude towards the faculty, staff, and your fellow students. Collaboration is a huge component to this course. Therefore, it is critical that you come to class having read the required materials, be prepared for discussions, and ready to work with your peers. If you have an emergency situation, please notify me in advance so we can come up with a reasonable solution other than answering your cell phone in class. Please do not text-message during class. It is very disruptive. If you are having problems, or are too sick to attend class, please let me know. Notification will assure you of an excused absence.

WRITING QUALITY AND LATE WORK
IUSB is very fortunate to have a Writing Center. Strong writing skills are a must for teachers. If I am grading a written assignment, and come across 3 grammatical or spelling errors, I will return the paper to you for revision. You may resubmit the paper for full credit by the next class period. Otherwise, it will be a Zero. All assignments are expected on the due dates. After that, you will receive half credit. As with any other emergency, I will be flexible. Documentation is a must for full credit after the due date in all instances. I will not accept any late assignments the week of finals. If you do not keep yourself organized and on schedule, this may drastically affect your grade. I will not accept a semester’s worth of work, or several assignments in bulk. You must follow the due dates.

PLAGIARISM
Plagiarism is when you submit someone else’s work as your own. This may be a term paper, reflection, lesson plan, review, summary, etc. This includes partial or total copying. If you find something on the Internet, no matter how insignificant you may think it is, copying it without citation IS plagiarism. If after a conference between instructor and student it is discovered that plagiarism did happen, you will receive an automatic F for the course. Other disciplinary actions may occur as stated in the Code of Students Rights, Responsibilities and Conduct booklet. The definition of Plagiarism can be found on page 17, followed by the consequences on page 21. Students must complete the plagiarism tutorial and pass the quiz on plagiarism found at [http://www.indiana.edu/~istd].
<table>
<thead>
<tr>
<th>IUSB/ACEI Standards</th>
<th>Performance Objectives</th>
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</table>
| **IUSB #1 Content Knowledge**  
ACEI 2.1 Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. | The teacher:  
- Effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings and engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.  
- Develops, evaluates, and uses interdisciplinary curricula that encourage students to see, question, and interpret ideas from diverse perspectives. |
| **IUSB #2 Child Growth and Development**  
ACEI 1.0 Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. | The teacher:  
- Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral and physical) leading to the next level of development.  
- Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks. |
| **IUSB #3 Diversity**  
ACEI 3.2 Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. | The teacher:  
- Uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance mode.  
- Creates a learning community in which individual differences are respected, understood, questioned, and interpreted from diverse perspectives. |
| **IUSB #4 Instruction**  
ACEI 3.1-3.4  
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.  
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.  
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.  
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. | The teacher:  
- Constantly monitors and adjusts strategies in response to learner feedback and varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the instruction and the needs of students.  
- Uses developmentally appropriate resources and instructional strategies to engage children in active learning opportunities. |
#5 Learning Environment  
(no ACEI standard)

The teacher:
- Applies the concepts of learning and inquiry to create learning experiences that inspire the excitement of learning and foster risk-taking and collaboration.
- Creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful individual and cooperative learning activities.

#6 Communication  
ACEI 5.1 Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decision and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

The teacher:
- Knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
- Communicates in ways that demonstrate sensitivity to cultural and gender differences.

#7 Instructional Planning  
ACEI 3.1-3.4 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.  
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.  
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.  
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

The teacher:
- As an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- Creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

#8 Assessment  
ACEI 4.0 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

The teacher:
- Appropriately uses and interprets a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies.
- Uses assessment information to enhance his/her knowledge of learners, to monitor student progress and performance, to communicate with parents, to support children in self-assessment, and to modify teaching/learning strategies.

#9 Professionalism  
ACEI 5.1 Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decision and actions on

The teacher:
- Pursues ongoing professional development and seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- Draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving
<table>
<thead>
<tr>
<th>students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</th>
<th>and new ideas, actively sharing experiences and seeking and giving feedback.</th>
</tr>
</thead>
</table>
| #10 Collaboration (No ACEI standard) | The teacher:  
- Can identify and use community resources to foster student learning, and establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.  
- Talks and advocates with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems. |

**COURSE OBJECTIVES/COURSE PERFORMANCE TASKS** (ACEI Performance Standards)  
*The Student Will:*  
1. Reflect on own reading experiences in school.  
2. Share favorite books with the class in a variety of ways. (ACEI 2.1)  
3. Engage in an author/illustrator study and present findings. (ACEI 2.1)  
4. Work collaboratively on poetry and reading activities. (ACEI 3.5)  
5. Create journals for own use and for students. (ACEI 2.1)  
6. Read and review a variety of children’s literature.  
7. Develop a novel study. (ACEI 3.3)  
8. Develop 5 lesson plans for use in the reading classroom (2 graded). (ACEI 3.2)  
9. Participate in class discussions, literature circle, and book studies. (ACEI 3.3)  
10. Research a topic in reading and share with the class.  
11. Become familiar with the Indiana State Standards for Reading and Language Arts.  
12. Become actively engaged in the reading classroom during field experience. (ACEI 5.1)  
13. Describe and implement a variety of reading strategies and methods. (ACEI 2.1, 3.4, 4.0, 5.1)  
14. Develop a system for organizing and managing centers and reading routines. (ACEI 3.1)

**STUDENT EVALUATION**  
Students must attain a grade of “C” or better in all required education courses.  

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author/Illustrator Study</td>
<td>50</td>
</tr>
<tr>
<td>Lesson Plans (2@15 pts)</td>
<td>30</td>
</tr>
<tr>
<td>Reading Organization Plan</td>
<td>50</td>
</tr>
<tr>
<td>Reflective Journals</td>
<td>50</td>
</tr>
<tr>
<td>(5 @ 10 pts.)</td>
<td></td>
</tr>
<tr>
<td>Basal Project</td>
<td>50</td>
</tr>
<tr>
<td>Novel Project</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>280</td>
</tr>
</tbody>
</table>

250-282  A  
249-222  B  
221-194  C  
193-166  D  
BELOW 166  F

YOU MUST EARN A C IN THIS COURSE TO PASS AND CONTINUE ON TO THE NEXT PHASE IN YOUR PROGRAM.
DESCRIPTION OF ASSIGNMENTS

Author/Illustrator Study
This study is an in-depth look at authors and illustrators of children’s books. You will do a deep study of one author/illustrator and present your findings to the class. See the project sheet for the requirements.

Lesson Plans
You will develop 2 reading lesson plans. These lessons will be based on work done in the college classroom, your field experience classroom, and in group practice. The lesson will be based on reading content, however, some lessons will be integrated with other subjects. The emphasis is on writing objectives, adapting your lesson to the needs of all learners, and developing appropriate assessments. Each lesson is worth 15 points. See rubric and lesson plan format for details on assessment. Due dates are according to the field work and your needs in our classroom.

Reading Organization Plan
After some time in the field classroom, you will design the ultimate reading classroom. This plan will include a written document and a drawing of your ideal reading setting. Designing a classroom for effective literacy learning takes some thought. What have you seen that really works?

Reflective Journals
You will reflect on 5 different activities, readings, experiences, and discussions this semester. Each reflection will closely relate to an area of study...in other words, it is personalized to our experience. The topics will depend on our activities in the IUSB classroom.

Basal Project
This project is designed to help you become familiar with the basal reading text. See the project sheet for details.

Novel Project
In groups, you will design a thematic reading unit using one of the novels we read in class. The unit will consist of content area and reading standards, activities for all subject areas, reading strategies, vocabulary and spelling considerations, technology activities, and a culminating activity. Examples will be given in class, and you will have at least 4 weeks to work on it. You will present your unit towards the end of the semester.
## TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment/Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading—What is it? What does a good reading program look like? Share our own reading experiences; tour the ERC Standards and basal textbooks, International Reading Association, The Reading Teacher. Reading Programs; National Reading Panel: Basal textbook project, novel studies, authors and illustrators; begin Chapter 1</td>
<td>Student Information Sheet (before you leave ©) Read Chapters 1 and 2</td>
</tr>
<tr>
<td>2</td>
<td>Questions: Chapters 1 and 2; Approaches to reading; basals (Read Chapter 13 in class); novels; language experience approach; Bloom's Taxonomy</td>
<td>Reflection 1—&quot;Literacy Website Reflection&quot; Read Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>Diversity and Learning; Literature; English Language Learners</td>
<td>Read Chapters 4 &amp; 5</td>
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<tr>
<td>4</td>
<td>Early Literacy with Dr. Susan Cress: process-oriented art and writing; NO Letter of the Week; teaching young children literacy skills; phonemic awareness</td>
<td>Reflection 2—Article review Read Chapters 7 &amp; 9</td>
</tr>
<tr>
<td>5</td>
<td>Early Literacy Vocabulary Instruction</td>
<td>Read Chapter 11</td>
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<tr>
<td>6</td>
<td>Basal project; writing lesson plans for reading; content area reading; standards</td>
<td>Read Chapter 12</td>
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<tr>
<td>7</td>
<td>Early Literacy Writing; Poetry; Journals</td>
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<tr>
<td>8</td>
<td>Listening with Dr. Judy Jones: Teaching Listening and the Art of Communication</td>
<td>Read Chapter 10</td>
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<tr>
<td>9</td>
<td>Chapter 10; Intermediate Level Comprehension; Literature based reading; Novels; Discuss the novel; thematic units of study; standards;</td>
<td>Reflection 3—Reading Response Read Chapter 14</td>
</tr>
<tr>
<td>10</td>
<td>More comprehension study: content reading; Intermediate phonics and vocabulary</td>
<td>Author/Illustrator Study Read Chapters 6 &amp; 8</td>
</tr>
<tr>
<td>11</td>
<td>Fluency and Assessment</td>
<td>Reflection 4—Describe your field reading classroom.</td>
</tr>
<tr>
<td>12</td>
<td>Grand Conversation; writing a novel study; thematic learning; integrating all pieces into a novel study</td>
<td>Read Chapter 15</td>
</tr>
<tr>
<td>13</td>
<td>Chapter 15; Reading Organization and Management; designing your classroom for literacy learning</td>
<td>Reading Organization Plan</td>
</tr>
<tr>
<td>14</td>
<td>Praxis Study; Review of semester; Harvesting the Wisdom; Reading Programs</td>
<td>Reflection 5—What are the components of an effective reading classroom?</td>
</tr>
<tr>
<td>15</td>
<td>Novel study presentations</td>
<td>Novel Study due: The Invention of Hugo Cabret</td>
</tr>
<tr>
<td>Final</td>
<td>Basal Project presentations</td>
<td>Basal Project due</td>
</tr>
</tbody>
</table>

This schedule is tentative and subject to **change**. As teachers, it is necessary to be flexible and change your plans on a moment’s notice. Sometimes we may need more time on a subject, and at other times, we may not need the in-depth study I originally planned for in the schedule. This is an adventure, not a task driven profession!
BIBLIOGRAPHY


