# graduate COMMITTEE curriculum PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page

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| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#gjdgxs) | **MLED 533: Disciplinary Literacies with Young Adolescents I** | | | | |  |
| [Replacing](#3znysh7) |  | | | | |
| A.2. [Proposal type](#2et92p0) | **New Course** | | | | |
| A.3. [Originator](#1t3h5sf) | **Brittany Ahnrud** | | [Home department](#4d34og8) | | **Educational Studies** | |
| A.4. [Rationale](#2s8eyo1)/Context | **This course addresses disciplinary literacies at the middle level.**  **The Essential Questions include:**   * **How can I question and cultivate my own literacy practices?** * **How can I ensure that all of my students have access to content regardless of their primary literacy and are able to use a variety of literacy practices to further their development?**   **This course in which students learn about specific disciplinary strategies, precedes MLED 534, also two credits, in which students learn to implement these strategies.**  **This course will be offered in Fall.**  **Video Analysis: Students will also view and discuss videos in which teachers practice miscue analysis and math reasoning inventory. Sections of the RI-ICEE rubric will be introduced as a way to evaluate videos of disciplinary literacy pedagogy.**  **Clinical Preparation: Candidates will complete at least 5 hours of clinical preparation in a middle level setting potentially in their own classroom. They will use this time to explore content area literacies in a middle level class by engaging in one-on-one metacognitive activities with one (or two) student(s).** | | | | | |
| A.5. [Student impact](#19c6y18) | **Required course; no negative impact** | | | | | |
| A.6. Impact on other programs | **None** | | | | | |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#17dp8vu): | **None** | | | | |
| [*Library*:](#3rdcrjn) | **None** | | | | |
| [*Technology*](#26in1rg) | **None** | | | | |
| [*Facilities*](#lnxbz9): | **None** | | | | |
| Promotion/ Marketing needs | **Nothing beyond what we currently do.** | | | | |
| A.8. [Semester effective](#28h4qwu) | **Spring 2020 (class will begin Fall 2020)** | A.9. Rationale if sooner than next fall | |  | | |

B. [NEW OR REVISED COURSES](#nmf14n):

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|  | Old ([for revisions only](#37m2jsg) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#1ksv4uv) | **MLED 530** | **MLED 533** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) |  | **Disciplinary Literacies with Young Adolescents I** |
| B.4. [Course description](#2jxsxqh) |  | **Students will expand traditional definitions of literacy in the middle level classroom to include reading and writing of standard text and digital and critical literacies.** |
| B.5. [Prerequisite(s)](#z337ya) |  | **MLED 531 or consent of department chair** |
| B.6. [Offered](#1mrcu09) |  | **Fall** |
| B.7. [Contact hours](#1y810tw) |  | **2** |
| B.8. [Credit hours](#4i7ojhp) |  | **2** |
| B.9. [Justify differences if any](#2xcytpi) |  | |
| B.10. [Grading system](#46r0co2) |  | **Letter grade** |
| B.11. [Instructional methods](#1ci93xb) |  | **Hybrid** |
| B.12.[Categories](#3whwml4) |  | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#2bn6wsx) |  | **| Class participation || Exams | | Papers | Class Work | | Projects |Clinical** |
| B.14. [Redundancy with, existing courses](#qsh70q) | **None** | **None** |
| B. 15. Other changes, if any |  | |

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| B.16**.** [**Course learning outcomes**](#3as4poj)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#1pxezwc)**, if relevant** | [**How will the outcome be measured?**](#49x2ik5) |
| **Make explicit the discourse community of their discipline and learn about using standards and appropriate strategies when teaching within that discipline** | **AMLE 2a, 2b, 2c** | **Photovoice, Standards Study** |
| **Analyze adolescent text to apply learnings of adolescent development and disciplinary literacies.** | **AMLE 1c** | **Literature Circles** |
| **Gather and analyze information about students’ literacies to answer questions and resolve classroom concerns** | **FSEHD 2, 3; RIPTS 5, 10** | **Disciplinary Literacy Inventory** |

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| B.17. [**Topical outline**](#2p2csry)**: Do NOT insert a full syllabus, only the topical outline** |
| 1. Discourses - Definitions of Literacy    1. Literacy as Academic    2. Literacy as Personal    3. Literacy as Political    4. Literacy as Cooperative 2. Disciplinary Literacy Inventories    1. Miscue Analysis    2. Math Inventory    3. Photovoice    4. Technology Motivation (Media Literacy) 3. Standards    1. AMLE    2. CCSS    3. Content Specific Standards 4. Literacy Pedagogy    1. Reading Strategies    2. Writing Strategies    3. Listening Strategies    4. Speaking Strategies    5. Technology Strategies |

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

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| Name | Position/affiliation | [Signature](#_111kx3o) | Date |
| Brittany Ahnrud, M.Ed | Program Director of MLED |  |  |
| Lesley Bogad, Ph.D. | Chair of Educational Studies |  |  |
| Gerri August, Ph.D. | Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#vx1227): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
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