# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page (hover over text for more instructions)

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| A.1[. Course or program](#_heading=h.gjdgxs) | READ 534 Foundations in Literacy | | | | |  |
| [Replacing](#bookmark=id.2et92p0) | READ 534 Developmental Reading: Prekindergarten through Grade 8 | | | | |
| Academic Unit | School of Education | | | | |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: revision | | | | |
| A.3. [Originator](#bookmark=id.4d34og8) | Natasha Feinberg | | [Home department](#bookmark=id.2s8eyo1) ELED | |  | |
| A.4. [Rationale](#bookmark=id.17dp8vu)  Additional Information for [new programs](#bookmark=id.tyjcwt) | The purpose of this proposal is to revise the title, description, and topical outline for READ 534.  This course focuses on the elementary grades where foundational literacy skills are built. The CCSS Reading Foundational Skills are addressed. The literacy continuum that shows the progression of early literacy skills is explored. The Simple View of Reading is taught. The five areas of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension are all defined. The elements of each area are included in this class including phonics development from one-to-one letter-sound correspondence, to advanced phonics skills such as digraphs, diphthongs, and vowel combinations. Syllable types and syllable division patterns that are taught in structured literacy are a focus. The nature of English as a deep alphabetic system is explored. | | | | | |
| A.5. [Student impact](#bookmark=id.2u6wntf) | This class sets the foundation for structured literacy interventions. | | | | | |
| A.6. [Impact on other programs](#bookmark=id.19c6y18) | None | | | | | |
| A.7. [Resource impact](#bookmark=id.3tbugp1) | [*Faculty PT & FT*](#bookmark=id.3rdcrjn): | Natasha Feinberg, Summer 1, 3 credits | | | | |
| [*Library*:](#bookmark=id.26in1rg) |  | | | | |
| [*Technology*](#bookmark=id.lnxbz9) |  | | | | |
| [*Facilities*](#bookmark=id.35nkun2): |  | | | | |
| A.8. [Semester effective](#bookmark=id.28h4qwu) | Summer 2022 | A.9. [Rationale if sooner than next Fall](#bookmark=id.28h4qwu) | |  | | |

## B. NEW OR REVISED COURSES

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|  | Old ([for revisions only](#bookmark=id.nmf14n)) ONLY include information that is being revised, otherwise leave blank | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| B.1. [Course prefix and number](#bookmark=id.44sinio) |  | READ 534 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh) | Developmental Reading: Prekindergarten Through Grade 8 | Foundations in Literacy |
| B.4. [Course description](#bookmark=id.z337ya) | Included are emergent literacy reading, the other language arts, word recognition strategies, comprehension processes, study skills, and literacy evaluation. Emphasis is on recent research and curriculum trends in literacy education. | Included is a survey of phonological awareness, phonics, fluency, vocabulary, comprehension, and writing definitions and instruction. Foundational understanding of “orthographic mapping,” “scientific literacy,” and “structured literacy” are addressed. |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) |  | To be taken concurrently with SPED456 |
| B.6. [Offered](#bookmark=id.37m2jsg) | Fall | Spring | Summer |  Even years | Odd years | Annually  [Alternate Years](about:blank)  | As needed | Summer |
| B.7. [Contact hours](#bookmark=id.4i7ojhp) |  | 3 |
| B.8. [Credit hours](#bookmark=id.2xcytpi) |  | 3 |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |  | |
| B.10. [Grading system](#bookmark=id.1mrcu09) | Letter grade | Letter grade |
| B.11. [Instructional methods](#bookmark=id.3whwml4) | | | Lecture | Small group | Individual | Fieldwork |
| B.11.a [Delivery Method](#bookmark=id.3whwml4) | On campus | [% Online](#bookmark=id.46r0co2) |
| B.12.[Categories](#bookmark=id.2bn6wsx) |  | Required for program |
| B.13. [How will student performance be evaluated?](#bookmark=id.qsh70q) |  | Attendance | Class participation | Exams | Fieldwork | Presentations | Papers |  Class Work | Quizzes |  Performance Protocols | Projects | |
| B.14. [Redundancy with, existing courses](#bookmark=id.3as4poj) |  | None |
| B. 15. Other changes, if any |  | |

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| B.16. [Course learning outcomes](#bookmark=id.1pxezwc): List each outcome in a separate row | [Professional organization standard(s)](#bookmark=id.49x2ik5), if relevant | [How will each outcome be measured?](#bookmark=id.2p2csry) |
| 1. Understand the development of literacy instruction historically, in order to identify trends and themes, as well as situate current theories and practices promoted by best practice research in literacy instruction. | ILA 1.1, 1.2, 2.1, 2.2, 6.3  RIPTS 1, 2, 3, 4, 5, 7, 6  IDA KPS 1 | Participate in class discussions/discussion board posts/experiences |
| 2. Understand reading acquisition through the four-part processor | ILA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  RIPTS 1, 2, 3, 4, 5  IDA KPS 1 | Quizzes/exam  Participate in class discussions/Discussion Board posts/experiences |
| 3. Understand orthographic mapping and the teacher’s role in this process. | ILA 1.1, 1.2, 1.3,1.4  RIPTS 1, 2, 3, 4  IDA KPS 1 | Quizzes/exam  Participate in class discussions/Discussion Board posts/experiences |
| 4. Demonstrate the ability to work with and support colleagues to better understand how to teach reading and continuously improve one’s practice. | ILA 6.2, 6.3  RIPTS 8, 10, 11 | Participate in class discussions/Discussion Board posts/experiences implementing science of reading lessons |
| 5. Understand the Literacy Continuum and how skills build upon one another, with phonological awareness being crucial to foundational skills. | ILA 1.1, 1.2, 2.1, 2.2, 6.3  RIPTS 1, 2, 3, 4, 5, 7, 6  IDA KPS 1, 4.A-D | Quizzes/exam  Continuum project  Participate in class discussions/Discussion Board posts/ experiences |
| 6. Relate decoding to encoding and understand the difference between the two. | ILA 1.1,1 .2  RIPTS 2  IDA KPS 1, 4.A-D | Quizzes/exam  Class discussion  Discussion Board posts  Video analysis  Classroom practice and reflection |
| 7. Demonstrate understanding of basic phonics skills including phoneme-grapheme mapping | ILA 1.1, 1.2, 1.3, 1.4  IDA KPS 1, 4.A-D | Quizzes/Exam  Class discussion  Discussion Board posts  Video analysis  Classroom practice and reflection |
| 8. Understand the linguistic, cognitive, and neurobiological differences between proficient and struggling readers. | ILA 1  IDA KPS 1 | Quizzes/exam  Class discussion  Discussion Board posts |
| 9. Compare reading acquisition to language acquisition and writing systems to language systems | ILA 1  IDA KPS 1 | Participate in class discussions/experiences  Quizzes/exam |
| 10. Recognize the culturally diverse compositions of schools and plan, act, and reflect on this diversity in literacy lessons and classroom discussion | ILA 1, 2, 3, 4, 5  RIPTS 4, 6, 8 | Classroom practice and reflection |

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| B.17. [Topical outline](#bookmark=id.147n2zr): Please do not include a full syllabus |
| 1)The Continuum of Literacy Skills   * 1. Carol Tolman’s Instructional Progression  1. Simple View of Reading and 4 part processor    1. R= D + LC    2. Quadrants    3. Reading Rope    4. alphabetic principle   3) Orthographic Mapping  a) Kilpatrick, “The process we use to store printed words in our long-term memory.”  b) phonological synthesis  4) Definition of Dyslexia  a) Brain research- fmri  b) RI legislation  5)Critical Elements of Structured Literacy  a) a) Systematic and Cumulative  b) b) Explicit Instruction  c) Individualized Instruction using Diagnostic Data  6) Elements of Structured Literacy  a) Phonological Awareness  i) Sentences into words  ii) Words into Syllables  iii) Syllables into phonemes  iv) manipulation of phonemes (initial, medial, and final)  b) Phoneme-Grapheme Correlation  i) Phoneme-Grapheme Mapping  c) Instruction in Syllable Types  i) Closed  ii) Open  iii) V-C-e  iv) c-le  v) R-Controlled  vi) Vowel Team  d) Instruction in Syllable Division Patterns  e) Syntax  e) Meaning  i) morphology  ii) semantics  iii) decodable texts  f) Encoding vs. Decoding  i) Intro to the Simple View of Writing  ii) Joan Sedita’s Writing Rope |
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## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

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| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#_heading=h.2lwamvv) | Date |
| Natasha Feinberg | Interim Program Director of M.Ed. in Reading | **Natasha J. Feinberg** | **1/8/21** |
| Carolyn Obel-Omia | Chair of ELED | **Carolyn Obel-Omia** | **1/8/21** |
| Jeannine Dingus-Eason | Dean of FSEHD | ***Jeannine E. Dingus-Eason*** | ***1/11/21*** |

##### D.2. [Acknowledgements](#bookmark=id.vx1227):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

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| Name | Position/affiliation | [Signature](#bookmark=id.3fwokq0) | Date |
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