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

## A. Cover page

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| A.1[. Course or program](#_heading=h.gjdgxs) | READ 501 Reading in the Content Areas | | | | |  |
| 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 course description of READ 501 to focus on grades 6-12. Currently the description says the course covers content strategies for Kindergarten through 12th grade. For M.Ed. in Reading students, the K-5 content strategies are taught in READ 534 and READ 686. Focusing on grades 6-12 aligns with how the ELA Common Core standards are divided and gives the secondary content the time it necessitates to learn well. By changing the course description to grades 6-12, this description provides a clearer explanation of what the course entails and is more reflective of how this course addresses a specific area of literacy instruction. | | | | | |
| A.5. [Student impact](#bookmark=id.2u6wntf) | This will have a positive impact on RIC students as they will be prepared to accurately and appropriately include literacy instruction in all subject areas. This will ultimately empower them as educators, to provide services following best practices in the field of education as it relates to literacy instruction and the implementation of the Common Core State Standards (CCSS) Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. | | | | | |
| A.6. [Impact on other programs](#bookmark=id.19c6y18) | CTE students will be able to complete their required course of Reading in the Content Areas using READ 501 | | | | | |
| A.7. [Resource impact](#bookmark=id.3tbugp1) | [*Faculty PT & FT*](#bookmark=id.3rdcrjn): | Natasha Feinberg, Fall 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 501 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh) |  | Reading in the Content Areas |
| B.4. [Course description](#bookmark=id.z337ya) | Focus is on methods that help K-12 students learn from subject matter materials. | Focus is on methods that help grade 6-12 students learn from subject-based texts, both fiction and non-fiction. Research-based vocabulary and comprehension strategies are emphasized. |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) |  |  |
| B.6. [Offered](#bookmark=id.37m2jsg) |  | Fall |
| 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 |
| 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 | 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. Describe the reflective practitioner model and explain how this model applies to reading instruction in the content areas. | RIPTS: 1, 2  ILA 1.1, 1.2, 1.3, 6.1 | Assessed by completion of Content Area Literacy Project |
| 2. Describe instructional practices that impede progress in learning subject matter and in the development of higher level literacy | RIPTS: 1, 2  ILA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3 | Assessed by class discussions and Discussion Board Posts |
| 3. Describe the roles and responsibilities of personnel in schools in developing students’ literacy skills, e.g., literacy coaches, reading specialists, content area teachers. | RIPTS: 1,2  ILA 2.1, 2.2, 2.3, 2.4 | Assessed by class discussions and Discussion Board posts |
| 4. Explain the interactive and developmental nature of reading and writing | RIPTS: 1  ILA 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 | Assessed by class discussions and Discussion Board posts |
| 5. Understand the concept of metacognition and the role of self-monitoring, self-correction, and adjustment of reading rates in mature reading and learning. | RIPTS: 3  ILA 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 | Assessed by class discussions and discussion board prompt |
| 6. Explain the differences between oral and written language and between expository and narrative text, and understand the implications of these differences for school learning. | RIPTS: 2  ILA 2.2 | Assessed by class discussions and activities |
| 7. Understand literacy as a social phenomenon influenced by cultural expectations and linguistic variation. | RIPTS: 1  ILA 4.1, 4.2, 4.3, 4.4, 5.1 | Assessed by  Diversity Paper  And EL presentation  Assessed by class discussions |
| 8. Develop a rationale for using reading and writing methods in content area classes. | RIPTS: 2  ILA 1.1, 1.2, 1.3, 1.4 | CCSS activity  Assessed by completion of Content Area Literacy Project |
| 9. Select and apply procedures for determining the difficulty and appropriateness of content area materials including materials for developing students’ media literacies. | RIPTS: 2  ILA 2.1, 2.2, 2.3, 2.4 | Assessed by Content Area Literacy Project  (digital literacy is included in this project) |
| 10. Understand the concept of formative assessment and develop informal instruments and techniques for assessing students’ ability to read and learn from content area materials. | RIPTS: 9  ILA 3.1, 3.3, 3.4 | Assessed by completion of Content Area Literacy Project |
| 11. Know word recognition and word meaning strategies and appropriate applications of these in the content areas. | RIPTS: 5  ILA 2.2 | Assessed by completion of Content Area Literacy Project |
| 12. Describe strategies for advancing comprehension in content area materials. | RIPTS: 5  ILA 2.1, 2.2, 2.3, 2.4 | Assessed by completion of Content Area Literacy Project  Assessed by preparation and sharing of content comprehension activities |
| 13. Identify a variety of materials (electronic, commercially-prepared and self-made) that can be used to enhance learning in the content area | RIPTS: 5, 8  ILA 2.1, 2.2, 2.3, 2.4, 5.2, 5.3 | Assessed by completion of Content Area Literacy Project |
| 14. Demonstrate strategies for guiding reading in a specific content area. | RIPTS: 5, 8  ILA 21, 2.2, 2.3, 2.4 | Assessed by completion of Content Area Literacy Project |
| 15. Describe the role of reference skills, interpretation of graphics, study skills, and independent learning strategies in facilitating the acquisition of content material. | RIPTS: 5  ILA 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 | Assessed by class discussions and activities  And completion of  Content Area Literacy Project |
| 16. Discuss ways of differentiating the assignments to meet the needs, interests, and capabilities of students especially those from culturally diverse and exceptional populations. | RIPTS: 4, 6  ILA 3.2, 5.1, 5.2, 5.3, 5.4 | Assessed by completion of Content Area Literacy Project  and  Diversity Paper  And EL presentation |
| 17. Describe ways that writing may be used to motivate, extend, and reinforce content area learning. | RIPTS: 5, 8  ILA 2.1, 2.2, 2.3, 2.4  5 | Assessed by completion of Content Area Literacy Project |
| 18. Describe how new technologies can be utilized to enhance instruction in reading and writing. | RIPTS: 5, 8  ILA 5.2, 5.3 | Assessed by completion of Content Area Literacy Project |

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| B.17. [Topical outline](#bookmark=id.147n2zr): Please do not include a full syllabus |
| 1. Planning Instruction for Content Literacy    1. ELA Common Core Standards Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects    2. ELA CCSS Grades 6-12 Writing in History/Social Studies, Science, & Technical Subjects 2. Activating Prior Knowledge and Interest    1. MLLs and Content Literacy    2. Anticipation guides    3. IEPC    4. ReQuest 3. Reading Comprehension    1. Review of the Simple View of Reading    2. DRTA; prediction    3. The new Bloom’s Taxonomy 4. Developing Vocabulary    1. Anita Archer    2. World Knowledge       1. Cultivating background knowledge    3. Word Knowledge   Frayer Model  Semantic Mapping  K.I.M. Strategy  Knowledge Rating   * 1. Effective direct instruction of vocabulary      1. How to choose words for direct instruction      2. Methods for instruction      3. Student engagement  1. Developing Concepts    1. Joan Sedita’s Categorization   Bucket Activity  Goldilocks Activity   * 1. Semantic Feature Analysis (SFA)   2. Top-Down Web  1. Writing Across the Curriculum    1. A.C.E.S. Strategy    2. Response Journals    3. Double-Entry Journal    4. RAFT Writing 2. Studying Texts    1. Semantic Mapping    2. Two-Column Notes    3. Learning with multiple texts |

## D. Signatures

##### You must obtain all signatures before GCC can consider your proposal. Signatures should be obtained electronically using Adobe Acrobat Sign. The chair of GCC can assist you with the process.

* Changes that directly impact more than one department or program must include the signatures of all relevant department chairs, program directors, and deans. This applies to creating or modifying programs which include courses from a different department.
* Type in name of person signing with their position and affiliation.
* Send electronic files of the proposal, accompanying catalog copy, and the completed signature page to [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu).
* Signatures must be obtained electronically using Adobe Acrobat. The chair of Graduate Committee can assist you with the process.
* Unfortunately, the Graduate Committee cannot consider proposals without the necessary signatures.
* Please check the Graduate Committee website for due dates.

##### 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 |
| Charles McLaughlin | CTE | **Charlie McLaughlin** | **1/8/2021** |
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