# 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 687 Urban Literacies | | | | |  |
| Academic Unit | School of Education | | | | |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: creation | | | | |
| 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 create a new course that looks at how literacy is tied to our identities and communities. Focus is placed on experiences and knowledge teachers must have to meet the needs of diverse learners. The definition of “literacy” includes multiple perspectives, settings, forms, and voices. Consistent with the vision for the FSEHD, social justice, family and community literacies, and cultural competencies are explored in this course. The inclusion of this course, along with practicums being set in diverse communities, will set apart the RIC reading program from other reading programs.  The link between illiteracy and the pipeline to incarceration will be explored. | | | | | |
| A.5. [Student impact](#bookmark=id.2u6wntf) | Students will have preparation in how to meet the challenges of teaching in a diverse community. This will have a positive impact on RIC students as they will be prepared to accurately and appropriately assess their own internal bias regarding diverse communities. This will ultimately empower them as educators, to provide services following best practices in the field of education as it relates to literacy instruction, assessment, and identification of student exceptionalities. It will bring to light the significant contribution to social justice that can be made through literacy instruction. | | | | | |
| A.6. [Impact on other programs](#bookmark=id.19c6y18) | None | | | | | |
| A.7. [Resource impact](#bookmark=id.3tbugp1) | [*Faculty PT & FT*](#bookmark=id.3rdcrjn): | Carolyn Obel-Omia, 3 credits, Summer 1 | | | | |
| [*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 687 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh) |  | *Urban Literacies* |
| B.4. [Course description](#bookmark=id.z337ya) |  | Students explore how literacy is tied to identity and community. Focus is placed on experiences and knowledge teachers must have to meet the needs of diverse learners. |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) |  | Graduate status and enrollment in the M.Ed. in Reading program; READ 501 and READ 534 |
| B.6. [Offered](#bookmark=id.37m2jsg) |  | 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 |
| B.11. [Instructional methods](#bookmark=id.3whwml4) |  | Lecture | Small group | Individual | |
| B.11.a [Delivery Method](#bookmark=id.3whwml4) |  | [% 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. Understand the role of community agencies in supporting schools and work collaboratively with them as  appropriate. | RIPTS 7.3  ILA 4.1, 4.2, 4.3 | Discussion  Community project |
| 2. Use their understanding of students (e.g., individual interests, prior learning, cultural background, native  language, and experiences) to create connections between the subject matter and student experiences, especially in utilizing children’s literature. | RIPTS 4.2  ILA 4.1, 4.2, 4.3 | Discussion  Literature project |
| 3. Explore the role of language systems in education and design instruction that meets the current cognitive, social and personal needs of their students. | RIPTS 4.1  ILA 4.1, 4.2, 4.3 | Discussion  Personal Literacies Project |
| 4. Collaborate with school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement. | RIPTS 7  ILA 4.1, 4.2, 4.3 | Discussion  Community project |
| 5. Students will see how to establish a safe, secure and nurturing learning environment that supports the active engagement of all students. | RIPTS 6.2  ILA 4.1, 4.2, 4.3 | Discussion  Personal Literacies Project  Literature project |
| 6. Students will see how to establish a classroom environment characterized by mutual respect. | RIPTS 6.4  ILA 4.1, 4.2, 4.3 | Discussion  Community project |
| 7. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English  language acquisition, cultural background, learning disability) in approaches to learning. | RIPTS 4.1  ILA 4.1, 4.2, 4.3 | Discussion  Literature project |
| 8. Understand reading acquisition as it relates to text, context, and reader characteristics including cultural and linguistic diversity. | ILA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  RIPTS 1, 2, 3, 4, 5 | Participate in class discussions/experiences |

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| B.17. [Topical outline](#bookmark=id.147n2zr): Please do not include a full syllabus |
| 1) Family and Community   * 1. Knowing the Community   2. Learning from the Community   c) Identity and the Community  d) Connecting with the Community   1. Voices and Perspectives in Literacy    1. Representation in Literature   African American  Latino  LGBQT   * 1. Representation in the Classroom   3) Diversity in Language Systems  a) Social  b) Geographic  c) Dialects   1. Relationship between Literacy and Incarceration Rates 2. Literacy Achievement Gap   a) Disproportionality and NAEP  b) Curriculum Gap  5) Experiences in Urban Literacies |

## 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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