

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-23e	AP-10/13/09	App-12/1/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion

Course Revision Course Number and/or Title Change Catalog Description Change

MIDL 222 Reading and Instruction and assessment in Grades 4-8

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)

This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Other

New Minor Program New Track

Middle Level Education in Grades 4-8

Current program name

Proposed program name, if changing

4. Approvals

Approvals	Date
Department Curriculum Committee Chair(s) <i>Mary Ann Hamibal</i>	7-22-09
Department Chair(s) <i>Jennifer V. Rotigel</i>	7-15-09
College Curriculum Committee Chair <i>Joseph Domaracki TECC</i>	7-22-09
College Dean <i>Mary Ann Rafath</i>	7-24-09
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs <i>Crail Schuist</i>	Received 10/15/09 SEP 01 2009

Received
OCT 15 2009

Liberal Studies

Liberal Studies

Part II. Description of Curricular Change

1. Syllabus of Record

I. Catalog Description

MIDL 222- Reading Instruction and Assessment in Grades 4-8

3c-01-3cr

Prerequisite: Acceptance into Teacher Education (Step I)

This course is designed to provide pre-service teachers with various strategies, techniques, and materials related to teaching reading in grades 4 through 8. Current research and practical applications will be interwoven into this course to ensure a systematic coverage of the most recent methods and best practice for diverse students in grades 4-8.

Prerequisite- Students must be accepted into Teacher Education. (Step I)

This course is a component of the Professional Sequence I and is open to qualifying undergraduate majors. The content and objectives of the course address the following standards:

INTASC Standards: Principles #1 through #10

ACEI Standards: 1, 2a, 2b, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d

***PDE Standards:** IA.1, IA.2, IA.6, IA.7, IB.2, IB.4, IC.2, IC.4, IE.1, IE.2, IE.3, IE.5, IE.8, IE.10, IF.1, IF.3, IF.7, IF.7, IF.8, IF.9, IF. 11, IG.1, IH.1, IH.2, IH.3, IH.4, IH. 5, IH.6

***NMSA Standards:** 1, 2, 3, 4, 5, 6, 7

***IRA Standards:** 1, 2, 3, 4, and 5

Identified in matrix.

II. Course Objectives:

Upon successful completion of this course the students will:

1. Describe the reading process and the components of a comprehensive approach to reading instruction in grades 4-8. (PDE : IA.1, IE.1, IE.2, IE.5, IE.10, NMSA-2, 3, 5)
2. Develop, utilize, and analyze instructional methods and assessment techniques that evaluate and support reading development for all middle level learners. (PDE- IE.1, IE.2, IE.3, IE.8, IF.1, III.A, III. B:NMSA: 3,4,5)
3. Design and teach lessons for vocabulary development and reading comprehension that are aligned with the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening and assessment anchors. (PDE: IA.2, IA.6, IE.1, IE.3, IE.5, IE.8, IE.10 NMSA: 2, 3, 4, 5, 7)
4. Plan activities that integrate technology and enhance oral communication skills for content presentations at the middle level. (PDE: IF.1, IF.2, IF.3, IF.8, IF.9 NMSA: 2, 3, 4, 5,7)
5. Examine instructional materials, programs, and classroom environments that support literacy instruction and promote cultural sensitivity and multiculturalism in grades 4-8. (PDE: IB.1, IB.2, IE.1, IE.2, IE.11, NMSA: 1, 2, 3, 4, 5, 6, 7)
6. Select, create, and adapt materials that are appropriate for diverse learners, special need students, and ELL students. IA.6, IC.2, IC.4, IE.1, IE.2, IF.6, IH.5, IH.6, III.C, III.D, III.E; NMSA: 2, 3, 4, 5, 6, 7)

7. Describe and design a literacy-rich classroom environment that creates a positive, inclusive learning environment for reading and writing instruction in grades 4-8. (PDE: IA.6, IA.8, IB.4, IC.2, IC.4, IE.1, IE.2, IE.3, IE.7, IE.8, IF.3, IF.7, NMSA: 2, 3, 4, 5, 6, 7)
8. Demonstrate professionalism characteristic of a middle school educator, using communication skills and collaboration to meet the demands of teaching in grades 4-8. (PDE: IA.1, IA.2, IA.7, IH.1, IH.2, IH.3, IH.4, IH.5, IH. 6, NMSA: 1, 2, 3, 4, 5, 6, 7)

Key assessment: Lesson Plans for Reading Comprehension and Vocabulary Development

Student Outcomes Matrix

College of Education and Educational Technology	Course Objective	NMSA Standards	IRA Standards	PDE Standards for Middle Level	Assignments
Planning and Preparation	1	2, 3, 5	1, 2	IA.1 IE.1, IE.2, IE.5, IE.10	Quiz
Planning and Preparation Instruction	2	3, 4, 5	1, 2, 3	IE.1, IE.2, IE.3, IE.8, IF.1, III.A, III.B	Lesson plan Key assessment- Analysis paper on assessments
Classroom Environment Instruction	3	2, 3, 4, 5, 7	2, 3, 4	IA.2, IA.6, IE.1, IE.3, IE.5, IE.8, IE.10	Key Assessment: Lesson plan for reading comprehension
Classroom Environment Instruction Professionalism	4	2, 3, 4, 5, 7	2, 3, 4	IF.1, IF.2, IF.3, IF.8, IF.9	Group investigation
Planning and Preparation Classroom Environment Professionalism	5	1, 2, 3, 4, 5, 6, 7	4, 5	IB.1, IB.2, IE.1, IE.2, IE.11	Literature review Midterm
Planning and Preparation Classroom Environment Instruction	6	2, 3, 4, 5, 6, 7	3, 4	IA.6, IC.2, IC.4, IE.1, IE.2, IF.6, IH.5, IH.6, III.C, III.D, III.E	Key assessment: Lesson plan for vocabulary development
Professionalism	7	2, 3, 4, 5, 6, 7	5	IA.6, IA.8, IB.4, IC.2, IC.4, IE.1, IE.2, IE.7, IE.8	Group discussion

Professionalism	8	1, 2, 3, 4, 5, 6, 7	5	IA.1, IA.2, IA.7, IH.1, IH.2, IH.3, IH.4, IH.5, IH.6	Role play activity
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III. Detailed Course Outline

Date(s)	Preparation/ Reading Assignment	Course Outline Topic(s)- May vary to meet students' needs	Other Assignment(s) Due
Week One	Read Chapter 1 "Knowledge and Beliefs about Reading"	Welcome and Introduction; Review of the Syllabus Requirements and Expectations for the course – Review of the textbook <ul style="list-style-type: none"> • What is Reading? 	
Week Two	Read Chapter 2- "Approaches to Reading Instruction- Best Practices"	<ul style="list-style-type: none"> • Approaches to Reading Instruction- Past and Present • The Reading Process • Types of Text • Reading Instruction-Just what is it? • The Teacher of Reading • Types of Reading Instruction 	Reflection on personal reading history
Week Three	Read Chapter 3 Diversity- "Meeting the Literacy Needs of Diverse Learners"	<ul style="list-style-type: none"> • Meeting the Literacy Needs of Diverse Learners • Language Learning Theories and how they affect the middle level learner • Best Practices in inclusionary settings 	2 hours of Special Needs Students 1 hour for ELL
Week Four	Chapter 4- What has come before? Literacy-Birth to School"	<ul style="list-style-type: none"> • Productive and Independent Stage of Literacy Development for middle level learners • Value of reading aloud in the middle grades classroom 	Quiz 1
Week Five	Read Chapter 6- "Word Identification"	<ul style="list-style-type: none"> • In the middle grades- What is a Literate Environment? • Before-during-after reading activities for comprehension 	Begin the development of lesson plan A-Seek approval of idea
Week Six	Read "Howard Gardner's	<ul style="list-style-type: none"> • Assisting struggling readers • Adapting instruction for special 	Reading comprehension

	Multiple Intelligences” hand-out-professor-prepared information	<ul style="list-style-type: none"> needs students Multiple Intelligences- The Effect on instruction Context Clues for Word Identification Spoken Context Clues 	lesson from an anthology Lesson A I hour special needs learners
Week Seven	Read Chapter 9- “Vocabulary Knowledge and Concept Development”	<ul style="list-style-type: none"> Vocabulary development Generalizations for decoding words Structural analysis Syllabication and Rules Syllasearch 	Midterm Exam

Week Eight		<ul style="list-style-type: none"> Comprehension Lesson Plan Presentations 	Lesson Plan A Due/Presentation on reading comprehension
Week Nine	Read Chapter 8 Assessment Strategies- “Assessing reading performance”	<ul style="list-style-type: none"> High-stakes testing Portfolio assessment Assessment of literacy skills in grades 4-8 Informal and formal assessments Curriculum-based Assessment Screening/benchmark assessment 	Analysis paper on comparing three assessments Investigation of various assessments used in middle grade classrooms
Week Ten		<ul style="list-style-type: none"> Vocabulary Development and Word Work- How to assess students’ understanding Role of assessment in developing vocabulary Word Recognition in the content areas 	In-class activities of vocabulary development- Get approval for lesson plan B Quiz 2
Week Eleven	Read Chapter 11 Graphic representations- “Making the reading-writing connection”	<ul style="list-style-type: none"> Modeling lessons for reading comprehension Use of visual aids and graphic organizers for comprehension Importance of making connections 	Exam 2 Analysis paper due this week
Week Twelve	Read Chapter 10- “Reading Comprehension”	<ul style="list-style-type: none"> Key Comprehension Strategies and Selection of graphic organizer use- rules, purpose, and guidelines 	Vocabulary strategies Lesson Plan B Due Vocabulary

			Presentations
Week Thirteen	Review various reading comprehension strategies for content area reading	<ul style="list-style-type: none"> • Reading Comprehension • Strategies and Skills- science, social studies, and health 	
Week Fourteen		<ul style="list-style-type: none"> • Reading Comprehension • Strategies and Skills that encompass science, social studies, and health content areas (con't) 	
Week Fifteen		<ul style="list-style-type: none"> • Final Exam—Culminating Activity • Return Projects 	Final exam

IV. Evaluation Methods:

- The core assignments listed below are designed to assess students' content knowledge and application skills from the course content. Actual point value may vary.

- Exam 1 (midterm) 50 points
- Exam 2 40 points
- Quizzes (2-worth 20 points each) 40 points
- Assessment Analysis 30 points
- Lesson Plan A (small group)/Teaching 24 points
- Lesson Plan B (large group)/Teaching 30 points
- Effective Participation/Preparation 20 points
- Final Exam 50 points

Total Points for Course 284 points

V. Example Grading Scale

Additional homework and in-class assignments may be given at the teacher's discretion. Five-point quizzes may be given without warning to assure students' comprehension of the course readings. Regular, faithful class attendance will assure continued success in this course! ☺

Final grades will be determined by calculating the number of points earned divided by the total number of points possible. This percentage equates to the following grades:

92-100% A 84-91% B 75-83% C 65-74% D Below 65% F

VI. Undergraduate Course Attendance Policy:

The university expects all students to attend class. **Two class absences are allowed**, without penalty, since it is a three-credit course. All other absences will affect one's participation points. Five points will be deducted for each unexcused absence from the participation portion of the class points. In case of an emergency or illness, a medical or written excuse must be provided to the teacher **immediately** following the missed absence. Contact the instructor **via telephone or e-mail** in the event of an emergency or illness. **Please do not send a text message.**

In the event the medically-excused absence occurs on the day of an unannounced quiz, a two-page summary of the current chapter under investigation is acceptable in lieu of the quiz points. **The quiz cannot be made up at a later date.** Coming to class late is unacceptable. Three "lates" are equal to one absence.

It is expected that students come to class having read the assigned material and prepared to engage in classroom activities that demonstrate this preparation and willingness to learn. **Please bring your book to class.** Students should exhibit behavior, and demonstrate respectfulness, for all participants in this class, as characteristic of professionals. Professional conduct includes refraining from using cell phones during class sessions.

VII. Required textbook:

Vacca, J.L. et al. (2009) *Reading and Learning to Read*, (7th.ed.) AllynBacon/Pearson Learning

VIII. Special Resource Requirements: None

IX. Bibliography:

Academic standards for reading, writing, speaking, and listening. (n.d.). Harrisburg, PA: Pennsylvania Department of Education. Available: <http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>

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Cain, K. (2007). Deriving word meanings from context: does explanation facilitate contextual analysis. *Journal of Research in Reading*, 30(4), 347-359.

Calkins, L. M. (2001). *The art of teaching reading*. New York: Longman.

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- *Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
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- Hsi, S. (2007). Conceptualizing learning from the everyday activities of digital kids. *International Journal of Science Education*, 29(12), 1509-1529.

- Jalongo, M. R. (2004). *Young children and picture books* (2nd ed.). Washington, DC: National Association for the Education of Young Children.
- Kelin, D. (2007). The perspective from within: Drama and children's literature. *Early Childhood Education Journal*, 35(3), 277-284.
- *Macrine, S. L., & Sabbatino, E. D. (2008). Dynamic assessment and remediation approach: Using the DARA approach to assist struggling readers. *Reading & Writing Quarterly*, 24(1), 52-76.
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Young J. L., Bain, S. K., & McCallum, R. S. (2007). Improving creative problem-solving in a sample of third culture kids. *School Psychology International*, 28(4), 449-463.

*Zhihui F. (2008). Going beyond the fab five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. *Journal of Adolescent & Adult Literacy*, 51(6), 476-487.

All bibliography items that have an asterisk refer to readings to assist pre-service teachers with instruction of special needs students and ELL students.

Internet Resources

Academic standards for reading, writing, speaking, and listening. (n.d.). Harrisburg, PA: Pennsylvania Department of Education. Available:
<http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>

International Reading Association:
<http://www.reading.org>
or call (800) 336-READ

Mid-continent Research for Education and Learning (McREL)
<http://www.mcrel.org>

Pennsylvania Department of Education:
<http://www.pde.state.pa.us/>

Read-Write-Think
<http://www.readwritethink.org/>

Course Analysis Questionnaire MIDL 222 Reading Instruction and Assessment in Grades 4-8

Section A: Details of the Course

- A1 This course is one of the Professional Core courses for the Middle Level Grade4-8 certification program. All students in this course should be seeking certification as a middle level teacher. This content is the only reading content/methodology course in the Middle Level Program.
- A2 This is a newly-developed course to satisfy the PDE requirements for middle level teachers who will be teaching in grades 4-8.
- A3 MIDL 222 has never been offered on campus prior to date.
- A4 This is not a dual-level course.
- A5 MIDL 222 is a three-credit course that cannot be taken for variable credit.
- A6 Other higher education institutions in Pennsylvania may be offering a similar reading content/methodology course to meet the newly-established PDE requirements for teacher certification, but not this particular one.
- A7 The Pennsylvania Department of Education is changing the requirements for certification. This course would prepare teachers to assist learners in grades 4-8 with literacy skills. The National Middle School Association Standards are included in this proposed course

Section B: Interdisciplinary Implications

- B1 This course will be delivered by instructors from the Professional Studies in Education Department.
- B2 This course does not conflict with any other reading content/methodology course offered by any other department. Since this course is part of the Middle Level Certification with Mathematics Specialization, collaboration between IUP's mathematics Program has been involved in the discussion of this course to assure alignment between our Professional Core Courses and the content courses delivered through the Mathematics Department.
- B3 MIDL 222 will not be cross-listed with any other department. The course will only be taken by undergraduate students pursuing a teaching certification in Middle Level Grades 4-8.

Section C: Implementation

- C1 Faculty resources to teach this course are adequate.
- C2 No other resources would be needed to teach this course.
- C3 There are no grant resources allocated for this course.
- C4 It is possible for at least one section of this course to be offered each semester.
- C5 Two sections of the course may be offered in one semester if one section is delivered at an off-campus site.

- C6 It is anticipated that there would be 15-20 students in one section of the course. For simulations, role-playing, and other interactive teaching strategies, twenty is an ideal number.
- C7 There is no professional society that limits the enrollment in this course.
- C8 This course is not a distance-education course.

Section D: Miscellaneous

This course is one of eight methodology courses from the Middle Level Professional Core. These courses are:

MIDL 112 Instructional Theory and Planning for Middle Level

MIDL 215 Adolescent Development, and Classroom Management

MIDL 221 Literature for the Middle Grades

MIDL 222 Reading Instruction and Assessment in Grades 4-8

MIDL 425 Language Arts Instruction and Assessment in Grades 4-8

MIDL 312 Science Instruction and Assessment in Grades 4-8

MIDL 311 Social Studies Instruction and Assessment in Grades 4-8

MATH 413 Methods of Teaching Mathematics at the Middle Level