

(2)

ROWAN COLLEGE
CURRICULUM COMMITTEE

PROPOSAL TITLE: New Course: Literacy, Learning and Curriculum CECI-200

UNDERGRADUATE GRADUATE CREDIT HOURS

SPONSOR(S): Co-Teach Program Committee

DEPARTMENT & TELEPHONE# Interdisciplinary / 4750

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<input checked="" type="checkbox"/> APPROVED/DATE: <input type="checkbox"/> NOT APPROVED/DATE: <u>C. L. Fusco</u> DEPT. CURRICULUM CHR.	SCC# <u>96-97-116</u> DATE RECEIVED: <u>3-22-97</u>	REVIEWED DATE: <u>4/1/97</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input checked="" type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS:
<input checked="" type="checkbox"/> REVIEWED/DATE: <u>3/6/97</u> <u>C. L. Fusco</u> DEPT. CHR.	<u>Ronald J. Fisher</u> SENATE CURRICULUM CHR.	<u>James L. ...</u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) COMMENTS:

RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL: [Signature]

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 10/22

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 10/22/97

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 1-27-98 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) 1-28-98

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE: [Signature]

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED JAN 2 1999

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS _____

FACULTY LOAD HOURS _____

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) _____

12/7/98

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST

C. Matheson

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 11/7/98

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR

Robert C. Hubert 11/11/99

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

Transmitted 1/11/99

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

Course Proposal

1. Details

- a. Course Title: Literacy, Learning and Curriculum
- b. Sponsors: Co-Teach Committee: Sharon Bianco, Christy Faison, Cindi Hasit, Jay Kuder, Janet Moss, and Margaret Tannenbaum
- c. Credit Hours - 6 S.H.
- d. Course Level: Sophomore
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Matriculation in major in Education and completion of Learning Communities and Foundations of Education
- g. Suggested time and scale of implementation: Spring 1999
- h. Adequacy of the present staff, resources, library facilities: All current resources are adequate or can be provided through currently existing mechanisms. Departments will have to be compensated to reassign faculty to teach this course.
- i. Short-term Evaluations: not applicable, the course has never been offered

2. Rationale:

Literacy development in our diverse society is a major concern of educators. As our understanding of literacy has increased, teachers are now more responsible for developing good curricula that will integrate literacy development into all other curricular areas. It is essential that our preservice teachers develop an understanding of literacy and the relationship of literacy development to all other academic areas in order to become good curricular decision-makers. In this course students will gain an understanding of literacy, learn about ways to facilitate literacy development for all students and create plans for linking literacy with social studies and related curricular areas.

3. Essence of the Course

a. Objectives

Students will :

- (1) demonstrate an understanding of the nature of learning and reading and the implications for teaching today's diverse population of learners
- (2) describe the ways in which events and individuals in the past have influenced curriculum development
- (3) identify ways in which curricular decisions are made in current educational settings
- (4) examine philosophical assumptions behind learning communities and teaching for diversity
- (5) discuss the impact of such factors as race, class, and gender on educational policy and practice
- (6) identify and evaluate various planning guides for developing literacy and content lessons
- (7) describe methods for integrating reading, writing, speaking and listening and content area lessons
- (8) develop lessons which reflect the integration of reading, writing speaking and listening and subject matter instruction
- (9) plan, write, teach, assess and reflect upon assigned mini-lessons
- (10) explain and model various word recognition, vocabulary and

- (11) describe the relationship of phonemic, morphemic, syntactic, and semantic systems of language to the reading process
- (12) demonstrate a knowledge of current research on traditional and innovative assessment measures appropriate for the classroom
- (13) develop inquiry and reflection strategies through school and classroom observations
- (14) identify issues and topics appropriate for teacher researchers
- (15) identify ways in which the principles of a learning community can enhance students' literacy development
- (16) identify new developments in the field of educational technology and their applications in literacy development
- (17) describe ways in which parents can be involved in cooperative efforts and programs to help students with reading development
- (18) articulate the purpose and goals of social studies education and literature including the central role of disciplinary themes in teaching about the multicultural heritage of our country and our world

b. Topical Outline

(1) Factors Affecting Learning

Background experiences

- (a) factors affecting set for learning
- (b) stages of language development
- (c) stages of cognitive development
- (d) emergent literacy

Cultural diversity

Learning styles/multiple intelligences

Analyzing components of effective learning communities

- (a) learning community teacher
- (b) learning community classroom
- (c) development of learning communities

(2) The Reading Process

Definition

Theories and models

The language arts connection

(3) Learning to Read

Approaches to word identification

Integration of strategies

Developing fluency

(4) Reading to Learn - Developing Comprehension

Factors affecting comprehension

- (a) learner characteristics
 - schema
 - motivation
 - linguistic ability

- thinking ability
- metacognition
- (b) text characteristics
 - text structure
 - readability
 - other text features
- (c) social setting
 - school climate
 - social interactions
 - nature of instruction

Strategies to facilitate comprehension

- (a) prereading activities
 - developing and activating schema
 - developing concepts
 - setting purposes for reading
- (b) guided reading activities
 - using questioning to develop higher level thinking
 - promoting active reading
 - developing awareness of story grammar and text structure
- (c) follow-up activities
 - questioning
 - retellings/summarizations
 - writing
 - projects

Integrating reading, writing and content

(5) Linking Literacy and Curriculum to Instruction in Social Studies and Literature

Examining Curriculum Development and Literacy from a Foundations Perspective

- (a) subject-centered versus student-centered curriculum
 - historical perspective
 - philosophical justifications
 - policy development
 - implications for practice
- (b) Literacy and learning
 - colonial origins
 - impact of social class
 - current practice
- (c) Learning communities
 - philosophical basis
 - societal and school-based obstacles
 - community out of diversity

Planning for instruction

- (a) knowing the content
 - What is social studies? National and state guidelines and standards

- What is the purpose of it in the curriculum?
- (b) organizing the content
 - concept maps
 - focus questions
 - main ideas/subtopics
 - facts, concepts and generalizations
 - (c) making content meaningful to learners
 - difficult concepts in social studies
 - 1) space and time
 - 2) social concerns and controversial issues
 - 3) current events
 - using reading and writing to help students access content

Utilizing tools and resources to enhance planning

- (a) curriculum guides
- (b) textbooks, teachers' manuals, reference books and trade books
- (c) media and technology
- (d) teacher centers/stores
- (e) workshops
- (f) professional organizations
- (g) community resources

Writing lesson plans

- (a) components
- (b) purpose
- (c) selecting appropriate activities
- (d) using appropriate media and technology to enhance instruction
- (e) meeting needs of diverse learners
- (f) reflecting on teaching

Assessing instruction

- (a) standardized tests
- (b) authentic assessments
- (c) informal assessments

c. Evaluation and Grading of Students

Students will be evaluated through oral, written and performance products such as classroom assignments, tests, and individual and collaborative projects. Students will also keep portfolios of their lesson plans, observations and reflections which will be used for evaluating students and the course.

d. Course evaluations

The course will be evaluated through student evaluations, through systematic Co-Teach program evaluations, and by review of national accrediting agencies such as NCATE, IRA, and CEC.

e. Learning Outcomes Assessment

An interdisciplinary lesson plan reflecting integration of literacy in social studies will be included in student portfolio. The portfolio will be used for student and program assessment.

Catalog Description

Literacy, Learning and Curriculum

Prerequisite: Matriculation in Co-Teach program, Learning Communities, and Foundations of Education

This course is a continuation of the sequence of courses in the Co-Teach program. This course builds knowledge about literacy and literacy development as it pertains to regular and special education. The focus of this course is to integrate the major concepts of curriculum development and literacy. The emphasis will be on the interface between literacy development and social studies through appropriate curricular planning. An observational field experience will be required.