

# NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: <u>Education</u>	Today's Date: <u>September 9, 2011</u>		
b.	Department/Division: <u>Curriculum &amp; Instruction</u>			
c.	Contact person name: <u>Susan Nelson Wood</u>	Email: <u>susan.wood@uky.edu</u>	Phone: <u>850-322-4087</u>	
d.	Requested Effective Date: <input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year <sup>1</sup> : <u>F 2012</u>	
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: <u>EDC 327</u>			
b.	Full Title: <u>Reading in the Content Areas</u>			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	<u>3</u> Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	<u>1</u> Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	<u>A study of materials and techniques useful in the diagnostic teaching of reading and other language arts with students in grades 5-9. The course will emphasize materials, techniques, and procedures, which diagnose individual strengths and weaknesses, and prescriptive instruction based upon the diagnosis. Lecture, three hours; laboratory, one hour. This course is in conjunction with a guest field experience to occur in a 16-week placement at one school site.</u>		
j.	Prerequisites, if any: <u>Admission to teacher education or permission of instructor.</u>			
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input checked="" type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input checked="" type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>			
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	<u>25</u>		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain:	_____		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program:	_____		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	<u>Middle School Teacher Education</u>		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: EDC 327

Proposal Contact Person Name: Susan Nelson Phone: 850-322- Email: susan.wood@uky.edu  
Wood 4087

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Middle School Teacher Education Program Faculty	9/8/2011	S.N. Wood / 850-322-4087 / susan.wood@uky.edu	
Curriculum & Instruction	10/7/2011	Parker Fawson / 859-257-0767 / parker.fawson@uky.edu	
C & C	11/18/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
Ed Faculty	12/13/11	Steve Parker / 7-5443 / spark01@uky.edu	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	3/27/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## EDC 327: Reading in the Content Areas

### SYLLABUS

#### *“Research and Reflection for Learning and Leading”*

Instructor:	Dr. Christine Mallozzi
Office Location	321 DH
Phone Number	257.4127
Email	Christine.mallozzi@uky.edu
Virtual Office Hours	Arranged individually through email; Telesupervision and Skype access also available
Preferred method for contacting instructor	Email
Anticipated Response Time	2 days

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#### **Course Description:**

A study of materials and techniques useful in the diagnostic teaching of reading and other language arts with students in grades 5-9. The course will emphasize materials, techniques, and procedures, which diagnose individual strengths and weaknesses, and prescriptive instruction based upon the diagnosis. Lecture, three hours; laboratory, one hour. This course is in conjunction with a guest field experience to occur in a 16-week placement at one school site.

#### **Prerequisites:**

Admission to the Teacher Education Program or consent of instructor. Taken concurrently with EDC 341.

#### **UK College of Education Professional Themes:**

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning, and leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in a middle school and university classroom. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical

professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

**Course Learning Targets, Outcomes, and Assessments:**

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Unbridled Learning expectations including, Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning (CHEMT).

Learning Target/Outcome	Assessment (Formative/Summative)
<i>By the conclusion of EDC 327, students will:</i>	<i>Candidate performance will be assessed for the following:</i>
1. Articulate principles of their content domain of focus.	<p>The candidate will read and discuss principles of the content domain in collaboration with others in the discipline (Formative).</p> <p>The candidate will work in a content classroom over the course of the semester focusing on strategies for helping students develop skill as readers of that content (Summative).</p>
2. Choose texts and materials to foster individualized instruction, with attention to motivational and ability issues.	<p>The candidate will research and lead a class discussion on appropriate texts (Summative)</p> <p>The candidate will design and teach an <b>INTERDISCIPLINARY LESSON</b> to a small or whole group to include evidence of appropriate text selection (Summative).</p>
3. Assess and instruct a learner with sound literacy practices and reflection on the process, using technology where appropriate.	<p>The candidate will research reading assessments and present these in class (Formative).</p> <p>The candidate will design an interview protocol to interview middle school students on discipline concepts (Formative).</p> <p>The candidate will interview a middle school student, analyze the results, and write a description of the findings, and relate results to</p>

	<p>class readings and discussions (Summative).</p> <p>The candidate will prepare reading tasks and lessons related to the standards (Summative).</p> <p>The candidate will compile evidence of assessment and teaching one learner into a final case report (Summative).</p>
4. Design a small or whole group lesson that integrates literacy with in a content area.	<p>The candidate will describe and implement instructional strategies and methods for literacy instruction and assessment (Formative).</p> <p>The candidate will prepare and teach a small or whole group lesson related to the standards for content literacy (Summative).</p>

### Course Delivery

This course meets twice a week in a local middle school and is designed as a face-to-face course with a portion of the course devoted to a practicum experience. Please refer to the attendance section for details on attendance requirements for the course.

### Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve reading across the content activities for middle level students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

### Required Materials:

Draper & Siebert. (2010). Rethinking texts, literacies, and literacy across the curriculum. In *(Re)Imagining Content-Area Literacy Instruction* (pp. 20-39). New York, NY: Teachers College Press.

Fisher, D. & Frey, N. (2012). *Improving adolescent literacy: Content area strategies at work* (3<sup>rd</sup> ed.). Boston, MA: Pearson.

Jetton, T. L. & Alexander, P. A. (2004). *Domains, teaching, and literacy*. In T. A. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 15-39). New York: Guilford.

### Description of Course Activities and Assignments

## **Course Assignments**

Midterm Exam  
Case Report  
Interdisciplinary Lesson

### **Summary Description of Course Assignments**

**CASE REPORT** of a student learner to include evidence of

- A holistic description of the learner
- Assessment of learner
- Communication of assessment results to the learner and cooperating teacher
- Instruction to meet learner's needs to support development of learner's knowledge, performance, and abilities.
- Communication to learner of how instruction is integral across curriculum and life
- Results of that instruction
- Reflection and evaluation on his/her own teaching and learning
- Use of technology where appropriate in assessment, teaching, and communicating results

**INTERDISCIPLINARY LESSON** taught to a small or whole group to include evidence of

- Literacy integration with the content area

### **Course Grading**

Grading scale for undergraduates:

90 - 100% = A

80-89% = B

70-79% = C

60-69% = D

59-below = F

### **Final Exam Information**

Date, time, location, other information - TBD

### **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### **Course Policies:**

#### **Submission of Assignments:**

Midterm Exam will be taken online.

Assignments will be submitted electronically and will be placed in the student's portfolio.

## **Attendance Policy**

### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or

self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Classroom Behavior Policies**

The Middle School Teacher Education Program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

### **Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. The Middle School Teacher Education Program is an open and affirming for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the MSTE program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Susan Wood, Director of the MSTE Program if you have questions regarding this requirement.

## Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, Association for Middle Level Education Standards, International Reading Association Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

## Tentative Course Schedule

Calendar –

Week	Topic	Instructor Notes (as needed)
Week #1	Introductions, Course Overview, Professionalism, Content area domains	
Week #2	Content area domains (cont'd) / Assessment	
Week #3	Being strategic / Summarizing	
Week #4	Identifying text structure / Planning with texts / Visual literacy / Setting a Purpose	
Week #5	Using background to make connections / Motivation with texts / Questioning & wondering	
Week #6	Vocabulary / Home and Language / Inferring	
Week #7	Visualizing & Predicting / ELLs	Midterm Exam
Week #8	Monitoring Comprehension	
Week #9	Fixing Comprehension	
Week #10	Motivation: Race	
Week #11	Motivation: Class	
Week #12	Motivation: Gender	
Week #13	Motivation: Small groupings	
Week #14	Out of school literacy	
Week #15	Pop Culture in the Classroom	
Week #16	UK exam week	Portfolio Submissions Complete