

# UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b>	<b>Business</b>	<b>Education</b>	x
Proposal Submitted By: Courtney Clayton		Date Prepared: 2/22/19		
Course Title: Literacy and Language Across the Curriculum		Updated by UCC action 9-19-19		
Department/discipline and course number*:		EDUC 415 (cross-listed with EDCI 515)		
Prerequisites:		Prerequisites: EDUC 351A and EDUC 385 or EDUC 388.		

\*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <b>If no, provide a credit hour justification.</b>	YES	x	NO
Will this be a <b>new, repeatable</b> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	x	YES

Date of first offering of this <b>new</b> course: <b>FALL SEMESTER, year</b>		Fall Semester, 2020	
Proposed frequency of offering of the course:		Once per semester	
Proposed enrollment limit for the course:		30	
List the faculty who will likely teach the course:		Christy Irish, Janine Davis, Courtney Clayton, Antonio Causarano, Melissa Wells	
Are ANY new resources required?	NO	x	YES
<i>Document in attached impact statement</i>			

\*\*The earliest the course may be offered is the fall semester of the academic year FOLLOWING the year in which the course proposal is approved.

<b>This new course will be (check all that apply):</b>			
Required in the major		Required in the minor	
Elective in the major		Elective in the minor	
		General Elective	x
		General Education**	

\*\*AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

<b>Catalog Description</b> (suggested length – less than 50 words):	
Prerequisites: All courses in Phases I, II and III for the 4-year Secondary and Pre-K-12 licensure pathways. This course explores reading and language acquisition in the content areas. Emphasis is placed on comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension. Students explore strategies to foster appreciation of literature that supports the curriculum. Field experience required. This course is cross-listed with EDCI 515.	

<b>COURSE HISTORY:</b>	Was this course taught previously as a topics or experimental course?	YES		NO	x
<b>Course Number and Title of Previous Course</b>		<b>Semester Offered</b>	<b>Enrollment</b>		
<p><b>CHECK HERE</b> if the proposed course is to be <b>equated</b> with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).</p> <p><b>NOTE:</b> If the proposed course has not been previously offered as a topics or experimental course, <b>explain in the attached rationale statement</b> why the course should be adopted even though it has not been tried out.</p>					

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval\*: \_\_\_\_\_



Date: 3/12/19

CCC Chair Approval: \_\_\_\_\_



Date: 3/12/19

**\*COB and COE proposals approved by the Associate Dean. *BEFORE* consideration by the UCC, the proposal must be approved the two levels noted above. Approval by the UCC and UFC are noted on the proposal "status history" at the UCC web site.**

**Rationale:**

In 2018, a change in Virginia state regulations allowed for a Bachelor's degree in education. Additionally, the state has released an updated set of regulations for teacher licensure programs [Elementary](#), [Secondary/PK-12](#), along with content-specific [regs such as 290, 310, etc.](#) While some institutions in Virginia (Longwood is one example) have offered an undergraduate path to licensure--this may have been a major in Interdisciplinary Studies, followed by a full-time internship, but no Master's degree--UMW has most recently offered a Master's in Education that can be completed in five years and that leads to licensure.

A representative group of faculty and administrators from the College of Education met over the summer of 2018 to discuss the feasibility of and potential need for adjusting our programs. We concluded that we would like to propose a path to licensure in four years, and during the course of this academic year (2018-19), we have sought the input and involvement of all COE faculty in this process.

*Secondary and PK-12 Licensure Areas*

UMW once had a four-year program that was similar to the one COE is proposing. Students completed a major in their content area and took COE courses as an undergraduate, and then returned to complete their full-time internship (often referred to as "student teaching") for one semester, which led to licensure. The Master's degree was added as a requirement for new students in 2012-13. A major component of the 5th-year courses has been conducting research on teaching practices. The full-time internship also comprises a large portion of the credits for the Master's degree.

Although it would be permissible under the new state regulations, faculty determined that because content knowledge in their licensure area is so crucial for secondary and PK-12 teachers, students would continue to earn an undergraduate degree with a major in their content area, along with a program in COE (not a Master's) that would lead to licensure.

This course, EDUC 415: Literacy and Language Across the Curriculum is currently offered at the graduate level under EDUC 515: Literacy and Language Across the Curriculum. Currently students in the five-year Secondary and Pre-K-12 pathways take this course as graduate students, and post-baccalaureate students take it as well, as part of their licensure programs. We want to have an undergraduate version of the course, cross-listed with the graduate course, so that students who will be in the new four-year licensure pathways will be able to take the course as part of their undergraduate program. The course description also removes a practicum experience from the course for the new four-year path to licensure. This is because COE faculty has determined a new sequence of courses in the program that will allow for more purposeful practicum placements, and appropriate placements for this course in particular have been challenging to locate.

**Impact Statement:**

The impact of adding this course will be minimal. Some current courses will no longer be taught when we move to the four-year programs, and we already have faculty teaching this course each semester at the graduate level. No additional requirements are needed in terms of other offices or staff.

***EDUC 415: Literacy and Language Across the Curriculum***  
**Spring 2022**  
**Thursdays: 6:00-8:40 PM**  
**Seacobeck**

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Instructor Name: Dr. Christy Irish  
Office Phone: 540.654.1775  
Cell Phone: 858.774.0245  
Email: cirish@umw.edu

Office: Trinkle Education Suite 216, Hudson 256  
Office Hours: M/W 10-11:30 (Fredericksburg),  
Tuesday 4-6 (Stafford) and by appointment.

**Mission**

The University of Mary Washington's College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well-prepared to meet 21st century challenges.

The College of Education of the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. In upholding the mission of the University, the College of Education is dedicated to providing educational programs to the Commonwealth of Virginia and beyond. To accomplish this, we:

- Are grounded in a strong liberal arts curriculum.
- Emphasize school-based experiences through which candidates solidify their understanding of the nature of the learner and effective teaching and motivational practices.
- Build a diverse community of practice involving strong partnerships among candidates, faculty, local teachers, and administrators.
- Enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy.
- Challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

**Conceptual Framework**

The College of Education faculty at the University of Mary Washington continually strive to contribute to and disseminate the most up-to-date knowledge and skills in the field of education. The five components of the framework are emphasized by the faculty in implementing coursework, programs and research. They are strands which are interwoven throughout our programs.



**Course Description:**

Prerequisite: EDUC 351A. Co-requisite: EDUC 45\_(Teaching of \_\_\_\_ ) or approval of program advisor. This course explores a variety of methods and strategies that promote learning in the content area classroom through reading, writing, and speaking. Specific topics addressed include utilizing a variety of materials (e.g., textbooks, trade books, and electronic texts), comprehending and questioning, scaffolding instruction for diverse learners, building vocabulary, writing and talking to learn, developing study guides and strategies, and assessing and evaluating literacy and learning.

**Course Goals:**

Upon successful completion of this course, students will:

1. The skills necessary to teach the writing process and the different forms of writing and to employ available computer/technology.
2. An understanding of comprehension skills in content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretative, critical, and evaluative comprehension.
3. The ability to foster appreciation of a variety of literature and independent reading.
4. An understanding of the theory of linguistics and nature and development of language and their impact on vocabulary development and spelling.
5. Knowledge of speaking and listening skills.
6. An understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors.

**Required Books:**

Vacca, R. T., Vacca, J. A. L., & Mraz, M. (2017). *Content area reading: Literacy and learning across the curriculum*. Boston, MA: Pearson.

Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2015). *50 Instructional routines to develop content literacy* (3<sup>rd</sup> ed.) Boston, MA: Pearson.

**Resources:**

**The Office of Disability Resources:** The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Phone is 540-654-1266.

**The Writing Center:** All writers benefit from additional feedback on written work. I highly encourage you to make use of The Writing Center's tutoring services at least once this semester (either face-to-face or online). The Writing Center offers assistance on all types of writing projects: reports, papers, cover letters and resumes, and research projects.

<http://academics.umw.edu/writing-fredericksburg/>

**Plagiarism:** As a condition of taking this course, any assignment that the instructor, in good faith, suspects is in whole or in part plagiarized may be subject to submission electronically for textual similarity review for the

detection of plagiarism. **Proper APA citations must be included where appropriate.**

**University Emergency Information:** The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about closings of the university (unplanned) due to weather or other safety hazard.

540/654-2424 (hotline)

<http://www.umw.edu/advisories/default.php>

***Your work is expected to be your own and follow the UMW honor code. You must pledge your work when it is turned in, by writing "I pledge" on the last page of the assignment.***

### **Course Policies:**

**Class Attendance and Participation:** Students are expected to attend and fully participate (for example: engage in communication with peers, participate in activities with a positive disposition, ask thoughtful questions, provide personal experience with subject matter) in every class session. Merely 'showing up' for class does not constitute participation. If you must be absent due to illness or other unforeseen circumstance, please email me as soon as possible. Also, notify a classmate to provide you with notes/handouts you missed. For each session you your participation lacks as noted above, 3 points will be deducted from your class participation grade.

**Practicum Attendance, Engagement and Completion of Assignments:** You will complete at least 20 hours of practical experience with early literacy and language in an early childhood or elementary school environment. Two assignments will be completed during the practicum. Your mentor teacher will complete an evaluation of your attendance, lessons, and professionalism. **Successfully completing the practicum is necessary to receive a passing grade in EDCI 415.**

**Assignments:** All assignments must be typed in Word, double-spaced using Times New Roman, 12 pt. font. **APA format (6th edition) must be followed. Please name each file as follows: 515.YourLastName.AssignmentTitle. All assignments are submitted through Canvas.**

**Late Assignments:** I expect work to be turned in on the due date. For each day (including weekends) a particular assignment is late, 1 point per day will be deducted from the final grade. After 3 days, the grade will become a 0; therefore, please pay particular attention to the due dates listed in the syllabus and plan accordingly.

**Resubmitting Work:** The object of this class is to prepare you to be successful in a professional teaching environment. If you receive a C or below on an assignment, I encourage you to resubmit your assignment. Assignments must be resubmitted within one week of receiving your grade.

**Appropriate Use of Technology:** The use of computers during class is encouraged for note-taking, viewing PP on Canvas, etc. **Using the Internet for any purpose not related to class materials during class time is prohibited** unless specifically directed by me or another presenter to enhance all students' understandings of the content. The use of cell phones (calls & texting) **is not permitted during class** except for emergencies or class content. If inappropriate use of phones and/or computers occurs, you will be directed to turn off the device and/or leave the classroom. Inappropriate use of technology will affect your participation grade.

**Communication:** Each student is expected to check his/her **UMW email account** on a regular basis as all communication from faculty and staff will be through that account. You may leave a message on my phone; however, I check my email more frequently than I check my voicemail. A Canvas site has been created to

support the course. Check the site often for updates, readings and materials. I do not reply to messages posted in Canvas; email me instead. **Emails must have the following subject line: 515.YourLastName.** This is to ensure that I give your emails priority and respond in a timely manner.

**Technology Expectations & Going Green:** In an effort to be good stewards of our environment, UMW makes a concerted effort to limit the amount of paper used in courses and daily operations. If you have access to a laptop, please bring it to class as we may be engaged in additional readings posted on Canvas. All work should be turned in via the Assignments link in Canvas unless otherwise directed. **Do not email assignments to me unless sending a draft.**

### Assignments

Participation	Ongoing	20
Reading Response (9x2 points)		18
**Strategy Model Lesson		30
** Digital Literacy Lesson		30
Content Research Collaborative Article		30
Semester Plan		40

\*\*Key program assignments

*Most students will take this course alongside a “Teaching of \_\_\_\_\_” course, which has a 20+ hour practicum. Lessons developed for EDUC 415 may be taught in the practicum for this co-requisite course. If this is not possible, please see the instructor for suggestions.*

### Reading Responses (9)

It is important that you come to class prepared to discuss the readings. The lectures are designed to supplement the readings with new information, not repeat what the text said. In 1/2 a page to 1 page double spaced, please reflect on what concepts you found to be important to your content area from the chapter. Things to reflect on: new ideas, confusing topics, questions you still have, points you agree or disagree with.

### Strategy Model Lesson

Each of you will choose one lesson from the strategy text. You will pick a grade level and content area to teach from the VA standards. You will write a lesson plan for the strategy following the format on Canvas. You are to present the lesson in class as if you were teaching the lesson with all the materials ready. Your lesson plan is due one week after you teach it to us and must include a reflection. You are responsible for copies/handouts.

### Digital Literacy Lesson

You will write a lesson plan that includes digital literacy and teach it to a whole group or small group of students. You will write a one page reflection with it. You will submit a draft for approval to me prior to completing the lesson. You will then submit the final lesson plan and reflection after teaching.

### Content Area Research Reflection

During one class period you will use your time to research literacy in your specific content area. You will work with a group to write collaborative article that synthesizes what you learned from your research. Each reflection should include citations and references for at least five scholarly sources.

## Semester Plan

You will outline, at a high level, a plan for how you will incorporate all aspects of a balanced literacy plan into at least one courses during one semester. This plan will include procedures, texts, strategies, and practices that will demonstrate your knowledge of literacy and language across the curriculum.

You may opt to complete this with a partner; in this case, your plan should span across the content areas represented in your group. Please see Canvas for rubric.

## Content and Pedagogical Knowledge

	InTASC Category	Assignment
The Learner and Learning	<b>Learner Development</b> <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i>	Strategy Lessons Semester Plan
	<b>Learning Differences</b> <i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>	Strategy Lesson
	<b>Learning Environments</b> <i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i>	Strategy lesson Semester Plan
Content	<b>Content Knowledge</b> <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i>	Lesson Plans Semester Plan
	<b>Application of Content</b> <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i>	Strategy Lesson Semester Plan Digital Literacy Lesson
Instructional Practice	<b>Assessment</b> <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i>	Unit lessons
	<b>Planning for Instruction</b> <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i>	Lesson Plans Strategy Lesson
	<b>Instructional Strategies</b> <i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i>	Strategy Lesson Semester Plan
Professional Responsibility	<b>Professional Learning and Ethical Practice</b> <i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i>	Semester Plan Reflections

<b>Leadership and Collaboration</b> <i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i>	Strategy Lesson Digital Literacy Lesson
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**Evaluation Criteria:**

Because an essential quality of effective teachers is the ability to communicate clearly and cogently in speech and writing, the expectation of this course is that students will present work that is representative of high professional standards. **All written work is to be free from grammatical error, with clear, precise language, and well-organized thoughts.**

**Grading Scale**

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-64
F	59 and below

**Schedule of Classes**

Date	Topic	Reading	Assignments
1/15	Introductions and Overview	Skim Strategy Book	Sign up for Strategy
1/22	Literacy Matters	Chapter 1	C.1 Response
1/29	Learning with New Literacies	Chapter 2	C.2 Response
2/5	Culturally Responsive Teaching in Diverse Classrooms	Chapter 3	C.3 Response Digital Literacy Lesson Draft Due
<b>2/12</b>	<b>Online</b> Content Research Collaborative Article		
2/19	Assessing Students and Texts	Chapter 4	C.4 Response Content Research Reflection Due
2/26	Planning Instruction for Content Literacy	Chapter 5	C.5 Response Digital Literacy Lesson and Reflection Due



3/5	<b>Spring Break</b>	<b>No Class</b>	
3/12	Activating Prior Knowledge and Interest	Chapter 6	C.6 Response Strategy Model Lesson Draft Due
3/19	Developing Vocabulary and Concepts	Chapter 8	C.8 Response
3/26	Writing Across the Curriculum	Chapter 9	C.9 Response
4/2	Class Learning with Multiple Texts	Chapter 11	C.11 Response Strategy Model Lesson and Reflection Due
4/9	<b>Online Class- Diagnosing Student Errors, Monitoring Progress</b>		
4/16	Semester Plan Presentations		
4/23	Classroom Literacy Experiences Debrief		
4/30	Final: Online Submission		Semester Plan Due

**Correlation between Course Objectives and Assessment Measures**

Objective	Assessment	Evaluation
1. The skills necessary to teach the writing process and the different forms of writing and to employ available computer/technology.	Digital Literacy Lesson	Evaluation, Lesson Rubric
2. An understanding of comprehension skills in content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretative, critical, and evaluative comprehension.	Unit Lesson, Strategy Lesson, Research Reflection	Rubric, Lesson Rubric
3. The ability to foster appreciation of a variety of literature and independent reading.	Model lesson, Digital Literacy Lesson	Rubric
4. An understanding of the theory of linguistics and nature and development of language and their impact on vocabulary development and spelling.	Semester Plan, Classroom Participation	Rubric
5. Knowledge of speaking and listening skills.	Classroom Participation, Semester Plan	Attendance, Rubric

6. An understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors.	Strategy Lesson, Semester Plan	Rubric, Evaluation
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