Minnesota State University, Mankato

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

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<tr>
<th>College: Education</th>
<th>Undergraduate</th>
<th>Proposal #: 28</th>
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<tr>
<td>Department: Ed. Studies: Elementary and Early Childhood</td>
<td>Graduate</td>
<td>Effective Date of Change:</td>
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<tr>
<td>Program: Elementary Education</td>
<td>CIP #: 13.1202</td>
<td>Academic Year: 08-09</td>
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<tr>
<td>Type of Change: COURSE PROPOSALS</td>
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<td>Proposed: Change in Credits and Title</td>
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<td>Title Current: Literacy Methods</td>
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<td>Title Proposed: Reading and Language Arts Methods</td>
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<td>24-Char. Abbrev: Reading and Lang. Arts</td>
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Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Curriculum and methods for teaching reading and language arts in the elementary classroom with a focus on research based best practices which include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Rationale or Justification for change:

Credits are being realigned to allow for more credits in reading, an area being emphasized by schools, state policy makers, and national standards. Title is being changed to reflect this emphasis.

***For General Education or Cultural Diversity Courses Only***

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<th>GE Category #</th>
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* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes associated with each GE competency or CD designation.

c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

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<td>Grading Format: Grade P/N</td>
<td>Fall Semester Spring Semester Summer Session</td>
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Other courses are being changed or eliminated. (Explain.)

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes.

c. A list of resources required to offer and support this course.

d. A description of how teaching this course will affect department staffing.

e. If 400/500 level course, an explanation of added expectations of graduate students.

Revised September 2002

ACADEMIC AFFAIRS
MINNESOTA STATE UNIVERSITY, MANKATO

APR 4 2006
### For Program Proposals

- Attach paper copies of the following:
  - Student learning outcomes for the program.
  - Minutes from department and college curriculum meetings in which action was taken on this proposal.
  - Program Assessment Plan. Forms are available on the Academic Affairs Web site:
    - [http://www.mnsu.edu/acadaff/words/PRA_SampSLOAssessPlan.doc](http://www.mnsu.edu/acadaff/words/PRA_SampSLOAssessPlan.doc)
  - List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
  - A list of resources required to offer and support this program.
  - A description of how offering this program will affect department staffing.
  - A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits.

### For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:


1. Creation of an entirely new program.
2. Redesign of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30–50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
## Curriculum Proposal

### ***Signature Page***

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Revised September 2002
Minnesota State University
Department of Educational Studies:
Elementary and Early Childhood

**EEC 334: Literacy Methods**

Dr. Karl Matz
Office: Armstrong 328
Phone 389-5277
Email: karl.Matz@mnsu.edu

**Course Description:** Literacy methods is part of the first block of courses required for the completion of the Bachelor's Degree in Elementary Education. The purpose of this course is to provide students with information, philosophies and techniques for teaching the language arts and reading in the elementary and middle school classroom. To that end, students will engage in learning experiences specifically designed to prepare them for the 3 week clinical experience which is the capstone experience for Block I. Information related to developmental reading (Phonemic Awareness, Phonics, and Vocabulary) as well as information related to Independent Reading (Prior Knowledge, Comprehension, and Fluency) will be provided. In addition students will be provided information and techniques for teaching spelling, grammar and handwriting.

More Specifically, the class will learn about several reading programs which are widely used in education, and more specifically by MONROE ELEMENTARY, our clinical site. These programs are the Basal, Guided Reading, DIBELS and Read Naturally. Each is described in more detail within the course calendar.


*I will NOT be following this text in the order in which it is written so watch the assignments carefully and read ONLY what is assigned.*

**Attendance:**
Participation in group projects, workshops and discussions is an integral part of this class. Therefore you are graded DAILY on your participation 5 points per class.

**Do not ask to miss any part of this class for other classes or work-related reasons.**

There will be a reduction in PARTICIPATION points if you are gone for any reason. I do ask, if you are going to be absent for the WHOLE class, that you call my office and leave a message (389-5277) and in particular if you need to be absent during the field experience CALL YOUR TEACHER, YOUR PARTNERS AND ME - no exceptions. Failure to do so will be considered an unexcused absence.

**NOTE:** an “A” in the class or the clinical represents SUPERIOR work. No student who has unexcused absences can be described as SUPERIOR. THIS INCLUDES THE FIRST DAY. An unexcused absence or tardiness during the field experience WILL result in a grade reduction and MAY result in your failing the experience. This would delay or prevent you from student teaching.

**Participation points will be awarded for each class meeting**  THIS INCLUDES THE FIRST DAY. NOTE: ZERO POINTS will be given for:
- sleeping in class,
- inattention,
- non-participation
- lateness.

Merely showing up does not guarantee total points. No student with an unexcused absence can earn a final grade higher than a “B” regardless of the quality of assignments. Absence due to concurrent registration in another overlapping class is considered an unexcused absence. If you find yourself in this situation you will need to drop either that class or this one.

**Assignments:** All assignments are due on the date indicated. No late assignment will be accepted and no incompletes will be given. Any assignments not turned in by the due date will be awarded a zero. Assignments not turned in on time because of tardiness or absence will not be accepted. All assignments must be word processed and double-spaced in 12 point font or similar. 3 points will be deducted for ANY misspelling, error in usage, or other mechanical error.

**DOMAINS:** While ALL the domains will be evaluated as part of your CLINICAL, there are two Domains which are specifically taught and evaluated prior to the clinical. these are Domain A and Domain D

**DOMAIN A - PLANNING AND PREPARATION:** An effective lesson plan is the key to any teacher’s success. It is important that you demonstrate that you understand the form and function of lesson plans. You will write many lesson plans as part of your field experience, and it is expected that you will know how to write and deliver an effective plan before the experience begins.

**DOMAIN D PROFESSIONALISM:** includes responsibility, reliability and pride in your work. The quality and timeliness of your assignment submissions will reflect on your evaluation for professionalism.

**Grading:** Grades will be awarded according to the requirements of the MSU handbook. “C” represents acceptable work. “B” represents excellent work. “A” represents SUPERIOR work. A grade of “B” should be understood as a high achievement.

A: 93% of total points  
B: 84% of total points  
C: 75% of total points  
D: 66% of total points  
F: 65% and below

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**Course Calendar**

Unit 1 - Literacy Develops: Phonemic Awareness, Phonics and Vocabulary

January 17  
Introduction, Syllabus, course requirements.  
Assn: Read Chapter 1 *Literacy Development*  
Chapter 2 *Standards and Instruction in a Comprehensive Literacy Program*  
AND write “What I have Learned and What I Believe About Teaching and Learning.” DUE JAN 19

January 19  
Phonemic Awareness and Phonics: Research Based Best Practices in Initial Reading Instruction
Definition of comprehensive, scientifically based reading instruction:

"Comprehensive, scientifically based reading instruction" includes a program or collection of instructional practices that is based on reliable, valid evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, instruction in five areas of reading: (a) phonemic awareness, (B) phonics, (C) fluency, (D) vocabulary, and (E) text comprehension. Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student’s reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills.

Language Development 1
Lesson Planning (Basic Lesson Format)
Assn: Read Chapter 5 **Beginning Literacy: Phonemic Awareness and Phonics**

January 24
Language Development II
Literacy development
GUIDED READING: is often used as part of a FOUR BLOCKS program which includes (1) Guided Reading, (2) Self-Selected Reading (3) Working with Words and (4) Writing. Guided Reading Includes Whole Group Reading, Partner Reading and Fluency Assessments using Running Records. Guided Reading is Used by Teachers at MONROE ELEMENTARY our clinical site. It is essential that you learn about it. Sign up for micro-teaching

UNIT 2 - Research Based Best Practices in Reading Instruction
January 26
Traditional Reading Instruction:
History of Reading (Quiz 1 -- Chapter 1, 2 & 5)
The Development of Basals.
Using a Basal Reading Program to Teach Classroom Reading
ASSIGNMENT: Fluency Reading routine: PAGE 205 of your text.

January 31
Read Chapter 6 - **Vocabulary and Meaning**
Assn: Phonics Lesson Plan (due February 7)

February 2
Vocabulary Development (Quiz 2 Chapter 6)
Activity: Creating a Classroom Word Wall
High Frequency Words as an Assessment of Reading Fluency
**The Dibels Program: The Dynamic Indicators of Basic Early Literacy Skills.** MONROE ELEMENTARY; the site for our clinical experience uses the DIBELS program with K-2 students. DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonemic awareness, alphabetic understanding, Phonics and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected.

February 7
Read Chapter 3: Prior Knowledge and Text Comprehension

Reading Fluency
THE READ NATURALLY PROGRAM: MONROE SCHOOL the site for our clinical experience uses DIBELS to assess students reading achievement expressed as a grade level. Students in need of extra support are placed in the READ NATURALLY program. A program designed to build fluency in students from mid-first through sixth grade, instructional in READ NATURALLY is individualized and involves three main steps: 1) reading along with an audiotape of a story that provides a model of fluent reading; 2) intensive, repeated practice to build speed and accuracy; and 3) monitoring and evaluating performance through graphing. To use the program, students are placed into an appropriate level on the basis of their oral reading fluency. The sequenced reading levels range from beginning reading to sixth-grade level with 24 stories available for each level.

UNIT 3 - Text Comprehension and Meaning
February 9
Constructing Meaning (Quiz 3 -- Chapter 3 & 4)
ASSN: Text Comprehension Lesson Plan for Reading in the Content Areas (Due Feb 14)
February 14 - HAPPY St. Valentine's Day
Responding and the Construction of Meaning
Read Chapter 4: Constructing Meaning and Narrative Text

February 16 - Happy Birthday to me
Writing and the Constructing of Meaning (Quiz 4 Chapter 7 -8)

February 21-23 Teaching Spelling, Grammar and Handwriting (scheduling of this is open)
Assn: Writing Skills Lesson Plan (Due Feb 28)

February 28 - March 2 Organizing and managing a Literacy Classroom
Asn: Chapter 10: Grouping and Planning for effective Literacy Instruction

March 7 - 9 Preparation for the field: Planning/Prep; Presentation, Professionalism, site specific instructions and expectations: Review BASAL, DIBELS and READ NATURALLY

MARCH 13 - 17 SPRING BREAK!!!

March 20 - April 7 Field Experience

April 11 Debrief from the field

April 13 -18 Chapter 9 Assessing and supporting the struggling reader

April 20 Quiz 5 Chapter 9,
Schedule exit conferences

April 25 and 27 Exit conferences - Portfolio Due

May 2 - Review for Final

May 4 FINAL (Comprehensive Final Based on Quizzes)
Checklist:

- Quizzes (5X 25) 125
- Micro-teaching (1 X 50) 50
- Participation (5 X 20) 100
- Fluency Reading Routine (page 205) 100
- Lesson Plans (3 X 50) 150
- Final (comprehensive) (100) 100
- Learning Portfolio (due at exit conference) N/C

Explanation of projects and micro-teaching

**Definition of comprehensive, scientifically based reading instruction:**

"Comprehensive, scientifically based reading instruction" includes a program or collection of instructional practices that is based on reliable, valid evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, instruction in five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills.

1) **Micro-teaching (50 points):** In preparation for field based teaching experiences, you will plan a brief teaching experience for your classmates. Find a book for young children which can be read in 7-10 minutes. Read this book aloud, and present a follow-up activity. Bring a sample or model of the activity to present and discuss. Also, create a handout. This handout should have a complete lesson plan based on the scaffolded reading experience explained in class and step by step instructions for completing the follow-up activity. Each student and the professor will receive a copy of this handout. Grade based on presentation skill, and quality of lesson plan.

2) **Lesson Plans (3 X 50):** During the weeks prior to your field experience, you will be given three assignments in lesson planning.
   a) For the first lesson plan (PHONICS) you will be given the grade, topic and text to work from.
   b) For the second lesson plan (Content Comprehension) you will be select an expository article -- such as science or social studies -- from a children's magazine (the local Library Has several. Articles obtained online are NOT acceptable.) Grade level and topic are up to you. Include the article with your lesson plan.
   c) For the final plan, you will be given the skill to teach and must use one of the English text available in the ERC to write your plan. Include a copy of the pages from the English Text with the lesson plan.

   *All lesson plans will be written according to the lesson plan rubric provided. Lesson Plans need not be double spaced.*

3) **Fluency Reading Routine:** You will design a lesson which includes all of the following
   a) Select a book or basal story appropriate for students in grade 2
   b) Plan how children will read this book: Silently then Aloud, group, round-robin, etc
   c) What will you look for in terms of fluency while listening to individual children read? Consider phonics,
vocabulary, and reading rate.
d) Your plan should include adaptations for second language learners and reluctant readers.
e) How will record, document and verify each child's fluency?

4) Quizzes (4 X 50): You will complete four 50 point quizzes. These quizzes typically feature multiple choice and True-False.

5) Learning Analysis
3 paragraph learning analysis on case study  50 points
Choose a child you worked with. The child should remain anonymous. In the first paragraph describe the child physically. In the second paragraph describe the child as a learner. In the third paragraph explain the interventions that you WITNESSED and/or USED to help this child and the effect these interventions had on the child's success.

6) Learning Portfolio: When the field experience is finished, you will need to DOCUMENT your activities to demonstrate that you were successful in the Four Domains. In order to accomplish this, you will participate in an interview during which you will present a portfolio which contains documents supporting your success in these four areas.

AT A MINIMUM this portfolio it should include:

- **Domain A: PLANNING and PREPARATION:** Your Lesson Plans. Other evidence of Preparation such as student work or photos of bulletin boards, etc.
- **Domain B Enhancing The Learning Environment:** DAILY JOURNAL. Do this DAILY do not wait until the end.
- **Domain C Teaching for Student Learning:** Teacher and Professor Evaluations and written Observations.
- **Domain D: PROFESSIONALISM:** Written Statement “What I have Learned and What I Believe About Teaching and Learning.” Evidence of growth and understanding of the role and responsibilities of the classroom teacher and how you manifested them in your field experience.

All should be well-written, attractively displayed and carefully organized. The portfolio will be graded on creativity, evidence of effort and pride in the work, completeness and mechanical accuracy. It also serves as a principal form of documentation of your work in the field experience. Present yourself in the best possible light.

7) **FINAL (100 Points):** based entirely on the content of the five quizzes.