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|  | **Minor Curriculum Proposal**  **Modification to EDU 3670**  Proposer: Professor Andrew Douglas  Date: October 1, 2015 |

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New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

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| --- | --- |
| **Title of Proposal** | Modification to EDU 3670 |
| **Date** | October 1, 2015 |
| **Major or Minor** | Minor |
| **Proposers’ Names** | Andrew Douglas |
| **Department** | Career and Technology Teacher Education |
| **Date of CTTE Departmental Meeting in which proposal was approved** | September 2, 2015 |
| **CTTE Department Chair Name** | William Roberts |
| **CTTE Department Chair Signature and Date** | 9/16/15 |
| **Professional Studies Dean Name** | David Smith |
| **Professional Studies Dean Signature and Date** |  |
| **Brief Description of Proposal** | We are proposing to modify the title, description, and prerequisites of EDU 3670. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | The course is being modified so that it may be taken by both Career and Technology Teacher Education students, and Mathematics Education students. In a proposal to follow, EDU 3670 will be added to the list of required courses in the Mathematics Education program. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | * Passed the CTTE Department: September 2, 2015 * Submitted to the College Council Curriculum Committee: October 5, 2015 |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | x |
| * Chair’s Signature | x |
| * Dean’s Signature | x |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | NA |
| Documentation of Advisory Commission views (if applicable). | NA |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | NA |
| Detailed rationale for each modification (this includes minor modifications) | X |

**Proposal Description**

We are proposing to modify the title, description, and prerequisites of EDU 3670. The changes are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **FROM:** |  | **TO:** |  |
| **Course** | ~~EDU 3670 Methods of Literacy Instruction in Career and Technology Education~~ | **Course** | EDU 3670 Methods of Literacy Instruction in Teacher Education |
| **Prerequisite** | ~~ENG 1121, EDU 2362, EDU 2610~~ | **Prerequisite** | ENG 1121; EDU 2362 or MEDU 1021; and EDU 2610 |
| **Description** | ~~This course prepares teacher candidates for literacy instruction in career and technology content areas. Emphasis is on designing and adapting content materials and assessments to help students develop literacy skills and learning strategies.~~ | **Description** | This course prepares teacher candidates for literacy instruction in career and technology and mathematics content areas. Emphasis is on designing and adapting content materials and assessments to help students develop literacy skills and learning strategies. |

**Proposal Rationale**

The course is being modified so that it may be taken by both Career and Technology Teacher Education students, and Mathematics Education students. In a proposal to follow,EDU 3670 will be included as a required course in the BSc. in Mathematics Education.

Note that the changes to EDU 3670 being proposed do not require additional modifications to the syllabus, or to the learning outcomes. As the course currently stands, various content areas could, and often are, addressed in the course already. A letter of support from the course developer, and instructor of EDU 3670 is included on Page 11.

**Chancellor’s University Report**

**Changes to Existing Courses**

**Changes to be offered in the Career and Technology Teacher Education department**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** | 39124 |  |  |
| **FROM:** |  | **TO:** |  |
| **Department(s)** |  | **Department(s)** |  |
| **Course** | ~~EDU 3670 Methods of Literacy Instruction in Career and Technology Education~~ | **Course** | EDU 3670 Methods of Literacy Instruction in Teacher Education |
| **Prerequisite** | ~~ENG 1121, EDU 2362, EDU 2610~~ | **Prerequisite** | ENG 1121; EDU 2362 or MEDU 1021; and EDU 2610 |
| **Corequisite** |  | **Corequisite** |  |
| **Pre- or corequisite** |  | **Pre- or corequisite** |  |
| **Hours** |  | **Hours** |  |
| **Credits** |  | **Credits** |  |
| **Description** | ~~This course prepares teacher candidates for literacy instruction in career and technology content areas. Emphasis is on designing and adapting content materials and assessments to help students develop literacy skills and learning strategies.~~ | **Description** | This course prepares teacher candidates for literacy instruction in career and technology and mathematics content areas. Emphasis is on designing and adapting content materials and assessments to help students develop literacy skills and learning strategies. |
| **Requirement Designation** |  | **Requirement Designation** |  |
| **Liberal Arts** | [ ] Yes [ ] No | **Liberal Arts** | [ ] Yes [ ] No |
| **Course Attribute (e.g. Writing Intensive, Honors, etc** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc** |  |
| **Course Applicability** | [ ] Major  [ ] Gen Ed Required  [ ] English Composition  [ ] Mathematics  [ ] Science  [ ] Gen Ed - Flexible  [ ] World Cultures  [ ] US Experience in its Diversity  [ ] Creative Expression  [ ] Individual and Society  [ ] Scientific World  [ ] Gen Ed - College Option  [ ] Speech  [ ] Interdisciplinary  [ ] Advanced Liberal Arts | **Course Applicability** | [ ] Major  [ ] Gen Ed Required  [ ] English Composition  [ ] Mathematics  [ ] Science  [ ] Gen Ed - Flexible  [ ] World Cultures  [ ] US Experience in its Diversity  [ ] Creative Expression  [ ] Individual and Society  [ ] Scientific World  [ ] Gen Ed - College Option  [ ] Speech  [ ] Interdisciplinary  [ ] Advanced Liberal Arts |
| **Effective Term** | Spring 2016 |  |  |

**Rationale:** The course is being modified so that it may be taken by both Career and Technology Teacher Education students, and Mathematics Education students. In a proposal to follow, EDU 3670 will be included as a required course in the BSc. in Mathematics Education.

New York City ColLege of Technology cuny

**Department of Career and Technology Teacher Education**

**Professor L. Grujicic-Alatriste, lalatriste@citytech.cuny.edu**

**Office hours: Tuesday, 6:30pm- 7pm, N-503**

**course: EDU 3670 – Methods of Literacy Instruction in Teacher Education (3 cl. hrs., 3 crs.)**

Course Description: This course prepares teacher candidates for literacy instruction in career and technology, and mathematics content areas. Emphasis is on designing and adapting content materials and assessments to help students develop literacy skills and learning strategies.

## PrerequisiteS: ENG 1121; EDU 2362 or MEDU 1021; and EDU 2610

COURSE OBJECTIVES AND ASSESSMENTS

|  |  |
| --- | --- |
| **Objectives** | **How Objective Will be Assessed** |
| 1. Demonstrate understanding of the literacy development of children and adults. | Written assignments, written midterm and final examinations that assess understanding of the literacy development of children and adults. |
| 2. Evaluate various strategies for promoting literacy development in the content area. | Participate in group discussions and collaborative activities that address content area literacy development. |
| 3. Apply the principles for selecting age and developmentally appropriate textual material to support comprehensive literacy development. | Development of an age and developmentally appropriate unit of instruction that includes lesson plans, instructional materials, assessments, and technology applications to support literacy development and learning needs of a diverse student population in the content area |
| 1. Discuss the uses of assessment as a support for guiding instruction including screening, diagnostic progress monitoring, and outcomes measures. | Written assignments, written midterm and final examinations that assess understanding of uses of assessment as a support for guiding instruction including screening, diagnostic progress monitoring, and outcomes measures. |
| 5. Describe the uses of technology in teaching in teaching content area literacy. | Written assignments, written midterm and final examinations that assess understanding of the uses of technology in teaching in teaching content area literacy. |
| 6. Develop strategies to promote reading and learning for diverse student populations in the content area classroom. | Written unit of instruction and lesson plans that identify strategies that promote reading and learning for diverse student populations in the content area classroom. |
| 7. Provide instruction that promotes middle and high school literacy development. | Present to the class one lesson from the unit of instruction in #3 above. |

**Required Materials**

Ruddell, M.R. (2008). Teaching Content Reading and Writing (5th ed.). Hoboken, NJ: John Wiley &

Sons, Inc.

Use a three-ring binder for handouts and other class materials.

Required Course Pack: To be picked up from a printing shop (TBA)

# Course Requirements and assessment

# Each student enrolled in EDU 3670 must meet the following requirements:

1. Complete all assigned and self-selected readings from texts, professional journals, and internet sites corresponding to the course topics.
2. Participate in group discussions and collaborative activities that address content area literacy development.
3. Develop an age and developmentally appropriate unit of instruction that includes lesson plans, instructional materials, assessments, and technology applications to support literacy development and learning needs of a diverse student population in the content area.
4. Present to the class one lesson from the unit of instruction in #3 above.

# Course Grading

1. Attendance and active participation in group discussions 10%

2. Reading assignments (with reading logs) 5%

3. Unit of Instruction 20%

4. Lesson Presentation 10%

5. Presentation reflection piece (one page) 5%

6. Homework 10%

7. Midterm Exam 10%

8. Final Exam 20%

9. Test 1 + 2 10%

Total 100%

***Absences***

You can miss only ONE session (3 teaching hours). Class work is extensive and includes workshops and frequent presentations. If you miss the second session you will need a doctor’s note.

***Lateness***

Three lateness over 15 minutes each will be considered as one full absence.

***Exams***

*The* mid-term is an open-ended exam.

The final exam is a multiple choice test. All exams are based on class material.

***Presentations***

Almost every class, students will be sharing their experiences and assignments.

***Reflection Piece (one page)***

After the presentations, you will be asked to write up one page reflection on your own performance and that of others. You will reflect on what you have learned during this entire process of creating an instructional unit.

***Teaching Materials***: Based on chapters, students will create materials for literacy.

**COURSE OUTLINE**

**Class Session\*** **Topic** **Chapter Reading**

1. Course Introduction 1

Literacy in the secondary school: Literacy in perspective

New York State P-12 Common Core Learning Standards for English

Language Arts and Literacy

2. Research on teaching and learning - Literacy and language processes 2

Thinking, reading, and writing /Cognitive Theory

Relationship between reading and writing (Quiz)

3. Evaluating instructional materials 3

Traditional methods of determining text readability

Alternative approaches (in-class practice and homework)

4. Comprehension instruction in content areas 4

Critical literacy and guided comprehension

Teacher questions and guided comprehension (practicing comprehension questions:

Each student will bring in a reading from a specific content; each will develop questions for teaching and will use the text to teach the class (5-7 minutes) Quiz

5. Vocabulary learning in content areas: Effective vocabulary instruction 5

Hands-on practice to create vocab exercises; practice to teach vocab

Introducing the Lesson Plan; all stages taught in class

6. Teaching bilingual/bicultural students in bilingual/bicultural in settings 6

Promoting literacy through speaking

7. **Midterm**

In-class work on the reading: students submit the outlines for Ch.7

(Assigned Chapter: Capitalizing on social interaction

Cooperative Learning) HW: Lesson Plan Outline

8. Reading across the curriculum

Content reading in career and technology education 7

In-class practice with a reading; HW to prepare to teach the same professional text

9. Writing across the curriculum: Writing in subject area classroom 8

Guiding students before, during, and after writing

In-class practice and presentations

10. Assessment of student progress in content area reading and writing 9

Overview of assessment and evaluation

Formal and informal assessment

Authentic assessment of content area reading and writing

In-class practice to include assessment

11. Quiz; in-class work on Lesson Plans and materials; All LPs are submitted and done

In class reading and lecture on diversity

Diversity in the classroom

Literacy needs of all students; Marginalized learners; Instruction for marginalized readers and writers; Giftedness, gender, and other differences

12. Lesson Presentations (feedback)

13. Lesson presentations

14. Review for Final Exams

Writing a Reflection

**15. Final Exam**

**Posters/Sharing: One thing I will always remember; one thing I wish this class would change;**

**\*The class meets once per week.**

PROGRAM IN COLLEGE ENGLISH AS A SECOND LANGUAGE

September 22, 2015

To the Members of the Curriculum Committee

RE: A letter in support of adding math to EDU 3670

EDU 3670 is a course that focuses on enhancing literacy (in its basic forms including reading, writing) in every secondary school classroom. Thus, reading any text in any secondary education classroom is included in the course. Adding math would be a simple matter of adding one lesson to the existing lessons covered in this course.

I typically cover math anyway because math problems are known in educational research to create comprehension issues with students whose general reading skills are low (here including vocabulary, advanced sentence structure and syntactic sophistication). Therefore, our current syllabus already implies math. The addition made in the proposal is truly a routine and would not need to be reflected in changing the course plan or any outcomes. They are already covered.

Please feel free to contact me should you have any further questions.

Sincerely,

Lubie G. Alatriste, Ed.D. Applied Linguistics and Education

Associate Professor of English

ESOL Coordinator