
**USF Sarasota-Manatee - New Undergraduate Course Proposal Form – COURSE
ORIGINALLY SUBMITTED AS RED 4541**

1. College/School Contact Information

<u>Tracking Number</u> 115	<u>Date & Time Submitted</u> 2016-01-15 10:14:07.0	
<u>Discipline</u> Education - Teacher Preparation	<u>College/School</u>	<u>Budget Account Number</u> 172100004
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2. Course Information

<u>Prefix</u> RED	<u>Number</u> 4333	<u>Full Title</u> Content Area Reading	
Is the course title variable?		N	
Is a permit required for registration?		N	
Are the credit hours variable?		N	
<u>Credit Hours</u> 3	<u>Section Type</u> Class Lecture (Primarily)	<u>Grading Option</u> Regular	

Abbreviated Title (30 characters maximum)
Content Area Reading

5. Prerequisites

6. Corequisites

7. Co-Prerequisites

8. Course Description

In-depth study of reading comprehension, cognition and learning, metacognition, reading and writing in the content areas. Candidates learn research supported comprehension strategies and procedures applicable to content area reading.

9. Justification

(This section is critical since the APC members will make their decision based on the information provided here. The information should be in the following outline form.)

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

There is no course focused on content-area (discipline-specific) reading at the undergraduate level at USFSM. This course will support students in non-educator degree programs who are interested in teaching their discipline after graduation. Through the course, students will learn how to instruct using discipline-specific texts effectively. Candidates will also benefit from learning of factors that influence comprehension (e.g., English as a second language, language and cognitive development, social and environmental factors) and how to differentiate for diverse student populations, particularly in grades 6-12. Yes, this course is necessary for accreditation.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

Content area (discipline-specific) reading comprehension and instruction; use of informational text to support learning in a discipline (e.g., social studies, science, mathematics).

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

The course will be needed by students seeking a minor in education. The courses of the minor meet FLDOE requirements (Rule 6A.4-006, General and Professional Preparation) for college courses in specific professional development areas. The other 5 courses are available from our current programs, but we did not have an undergraduate course in content-area reading instruction. This course will also service the Minor in Education.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

This course has not been offered as a Selected Topics/Experimental Topics course.

E. How frequently will the course be offered? What is the anticipated enrollment?

This course will be offered once per year until enrollment grows. Anticipated enrollment is 5 in year 1; 10 in year 2; 20 in year 3.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (If dropping/deleting a course please complete the nonsubstantive course change form.)

No courses will be dropped or discontinued.

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Required qualifications are a Master's degree with 18 graduate credit hours in the discipline.

10. Other Course Information

A. Objectives

1. Recognize and identify factors that influence comprehension performance including those unique to second-language learners and plan effective instruction to address challenges. 2. Demonstrate knowledge of cognitive development, language development, reading skill development through analysis of instruction 3. Identify and use comprehension-building processes that guide instruction for learners from diverse backgrounds, including but not limited to English Language Learners and children with exceptionalities. 4. Demonstrate skill differentiating instruction appropriately 5. Apply strategies that build student knowledge of content, including but not limited to use of multiple types of text (e.g., print, multi-modal, visual, internet sources) with synthesis across sources 6. Integrate assessment and instruction of comprehension-building processes including but not limited to: word analysis, vocabulary, fluency, oral language, discussion, writing, syntax, close-reading. 7. Analyze text and identify ways to use the material effectively, for example through identification of text structures, text supports for vocabulary, high-concept words, syntactical structures, and orthographic elements

B. Learning Outcomes

1. Participants accurately apply knowledge of text structures to analysis of materials 2. Participants will accurately identify readers' abilities, skill and knowledge in reading, taking into account English Language Learning, exceptionalities, and challenges. 3. Participants will skillfully apply knowledge of cognition, language development, exceptionalities, content/discipline, materials, and effective instruction in preparing instruction for diverse children. 4. Candidates will apply appropriate research-supported instructional practices in designing instruction in their content area

C. Major Topics

1. Comprehension: factors that influence comprehension; instructional strategies that build comprehension 2. Content Area (discipline-specific) reading processes 3. Cognition, language development, reading development.

D. Examples of Course Textbooks and Course Readings

Kane, Sharon. 2010. Literacy learning in the content areas. Scottsdale, AZ: Holcomb Hathaway Publishers.

11. Syllabus

Please submit an electronic copy of your syllabus to Rhonda Moraca, moraca@sar.usf.edu.