ARKANSAS Department of Education

Professional Education Program Proposal
C O V E R   S H E E T

Institution: _____ **Date Submitted:** _____

Program Contact Person: _____

Position/Title: _____ **Phone:** _____ **Email:** _____

Name of program: _____ **CIP Code:** _____

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): _____

Indicate the title and grade range of the license for which candidates will be prepared:

Title: _____ Grade Range: _____

Proposal is for:

_____ **New First-Time Licensure Program** (Complete Section A)

_____ **New Educator Licensure Endorsement Program** (Complete Section B)

_____ **Major Revision(s) to Approved Licensure Program** (Complete Section C)

_____ **Minor Revision(s) to Approved Licensure Program** (Complete Section C)

_____ **Deletion of Approved Licensure Program** (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): _____%

Proposed program starting date: _____

Will this program be offered at more than one site?   □Yes   □No

   If yes, list the sites where the program will be offered:

   _____

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

2. Rationale for revision to existing licensure program

The changes to the Elementary Education program are being made are in response to the Arkansas Department of Education's revisions in the K-6 content competencies for teacher education programs. In making the changes, program faculty consulted ADE's required content competencies, the content addressed in the Praxis and new state required Reading Exam candidates must pass to obtain licensure, various national and state standards documents, and leading research in the elementary education field.

The revised program, Bachelor of Science in Education in Elementary Education, would enable students to major in Elementary Education at the undergraduate level. Successful completion of the program would make candidates eligible for Arkansas teacher licensure in K-6 Elementary Education.

The University currently supports two initial K-6 licensure programs. One is a BSE in Elementary Education, and one is a Master of Arts in Teaching in Elementary Education, so current library resources, facilities and equipment will be used in the education of undergraduate and graduate students. The revised licensure program will be mostly comprised of existing courses; however, it does require the creation of five new undergraduate courses and the revision of some existing courses.

Program goals focus around the competencies developed by the Arkansas Department of Education required for licensure as a K-6 Elementary Education Teacher, as well as the Arkansas Teaching Standards (InTASC) and the Teacher Excellence Support System (TESS).

3. Institutional Approval

Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB) to the college or school, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in a given month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month.

Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE *Criteria* document identified on page one for further details). Among them are the

initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. *All materials for either board must be submitted to the office of the provost in electronic format.* Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date.

For programs requiring no off-campus approval, Faculty Senate approval will be considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost.

The Curriculum Approval Process is described in the Academic Policy 1622.20 (https://provost.uark.edu/policies/162220.php). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website (https://registrar.uark.edu/program-unit-changes/index.php).

4. Documentation of Revisions

All of these changes are made to align the program with the Arkansas Department of Education's revisions of the K-6 content competencies. Included in this change will be course deletions and course additions. The current and revised eight-semester degree plan, as well as new and revised syllabi are included in Appendices at the conclusion of this document. The matrices with the course correlations to the revised ADE content competencies and the Arkansas Teaching Standards are included as separate Excel files.

Appendix A: 4a-i. CURRENT eight-semester degree plan for ELELBS (with revisions indicated)
Appendix B: 4a-i.REVISED eight-semester degree plan for ELELBS
Appendix C: 4a-iv. and 4a-v. Course descriptions and syllabi

4a-i. ELELBS Plan of study with proposed revisions

*Course Deletions from current ELELBS Program:
1. 3 hours of Fine Arts
2. CIED 3262, Language Development for the Educator
3. CIED 3103, Children's and Adolescent Literature
4. CIED 4113, Integrated Communication Skills for the K-6 Classroom
5. CIED 4363, Disciplinary Literacy in the K-6 Classroom
6. CIED 4423, Teaching English as a 2nd Language
7. STAT 2303, Principles of Statistics

*Course Additions or Specifications for revised ELELBS Program:
1. Change MLIT 1003 AND ARHS 1003 or EITHER MLIT 1003 OR ARHS 1003
2. Change STAT 2303, Principles of Statistics to 3 hour MATH elective
3. CIED 2943, Foundations of Language and Literacy (NEW COURSE)
4. CIED 3453, Developmental Literacy (NEW COURSE)
5. CIED 4183, Instruction and Assessment of Writing (NEW COURSE)
6. CIED 4463, Culture and Learning (NEW COURSE)
7. CIED 4533, Reading Comprehension through Children's and Adolescent Literature (NEW COURSE)

These changes will move the **ELELBS** degree program to a total of 123 hours (from the previous 125) required for graduation.

4a-vi. Common Program Assessments

No changes will be made to the common program assessments. Candidates are still required to complete a teaching audition at the program mid-point. Successful completion of this assessment is required before the candidate is allowed to progress into the final stage (internship) of the Childhood and Elementary Education programs. Other common assessments involve the TESS observation rubric and changes have not been made to this document.

4a-vii. Field Experiences and Supervised Clinical Practice

Field Experience:
Each Elementary Education methods course will be required to embed field experiences into the course requirements. These field experiences will take place in elementary and middle schools with varied and diverse students. The types of diversity addressed throughout the field experience component will include elementary and middle schools with (1) a focus on particular special needs, (2) high concentrations of ELL students, (3) students from various cultural backgrounds, (4) students from varying socio-economic levels, and (5) a focus on specific interests, such as STEM.

Field experience will be coordinated through the College of Education and Health Professions Field Placement Office. The Field Placement Director will assign each candidate to a different elementary and/or middle school and grade level for each semester they are in the program. This

centralized placement office will ensure that students receive varied and diverse experiences throughout their program of study prior to their internship experience.

A table of courses requiring field experience can be seen below. In addition to the courses listed below, CIED 1013, Introduction to Education and Practicum, has an 18-hour introductory practicum.

Field Experience Courses in the ELEL Program				
Spring Sophomore Year	Fall Junior Year	Spring Junior Year	Fall Senior Year (in addition to student teaching)	Spring Senior Year (in addition to student teaching)
CIED 3013 CIED 3113	CIED 3053 (5 & 6 only) CIED 3143 CIED 3453 (2-4 only) ECON 3053	CIED 3123 CIED 3133 CIED 4153 CIED 4183 (1-6 only)	CIED 3023 CIED 4533	CIED 4123

Student Teaching:
Student Teaching in the Elementary Education program takes place during the senior year of the program. The schools chosen to host Elementary Education BSE interns are selected specifically for the diversity of students and experiences they can offer our pre-service candidates. The types of diversity addressed throughout the internship will include schools with (1) a focus on particular special needs, (2) high concentrations of ELL students, (3) students from various cultural backgrounds, (4) students from varying socio-economic levels, and (5) a focus on specific interests, such as STEM.

During the course of the student teaching year, candidates will be placed in three different grade-levels and at least two different schools. Grade-level placements will include lower, middle, and upper elementary grades as well as a middle school placement. Interns are present at their internship school four days a week from early August until the University's May Commencement. The one day they are not at their internship sites, they are expected to be on the University campus for their MAT coursework.

4b. Transition to DLT format: N/A

4c. Changes to Policies Overseeing Candidate Quality

The proposed changes in the ELELBS admission policy will move the date of application, and thus admission, forward one semester. The changes will require sophomore candidates to submit their program admission applications by September 15 with subsequent admission to the program beginning Spring Semester 4 (Sophomore year spring). All other admission policies and procedures will remain the same. The new catalog language is below (old catalog language is struck-through in parenthesis):

The Department of Curriculum and Instruction offers programs that prepare candidates for initial teacher licensure in Elementary Education (K-6).

Admission to the Elementary Licensure B.S.E. is competitive and consists of a three-stage process; simply meeting the minimum admission requirements will not guarantee admission. Admission will be determined by the Elementary Education faculty based on the seven items listed below in Stage II.

Stage I: Pre-Elementary Education (PELED)

Complete all 47 (63) hours of program pre-requisites (see below).
1. *Obtain a GPA of 3.0 or better on UA coursework.*
2. *†Complete all program courses with a "C" or better.*
3. *Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT.*
4. *Complete a background check.*

Stage II: Admission to the Elementary Licensure B.S.E. (ELEL)

Admission to the Elementary Licensure Program is competitive and occurs after completion of all Pre-Elementary Education requirements and prior to the beginning of the spring semester of the sophomore year (fall semester of the junior year). Not all applicants who meet the minimum requirements will be admitted to the program. Applications to the Elementary Licensure (ELEL) program must be submitted by September 15 (January 30). At this point, applicants must decide which program option they will follow: either CHED B.S.E. leading to M.A.T. option or ELEL B.S.E. licensure option. Both of these options are described on the application which can be found on the College of Education and Health Professions website.

The application process includes:
1. *Submission of the application to teacher education (see the Teacher Education Application Fee) through the university-wide Teacher Education Office.*
2. *Submission of Elementary Education application*
3. *Submission of transcripts for all coursework*
4. *Oral interview with Elementary Education faculty*
5. *Submission of Writing Sample*
6. *Submission of passing score on Math, Reading, and Writing sections of the Praxis Core Exam or ACT*
7. *Current background check*

5. Transition Plan

Due to the immediate requirement of the Pearson Reading Exam as a gateway to teacher licensure, all program candidates, current and new, will be prepared using the new content competencies and corresponding courses. Program modifications will be completed at the program and college level for current program candidates to ensure they meet the graduation requirements in a timely manner.

Appendix A

4ai. CURRENT eight-semester degree plan ELELBS
*Proposed revisions notated as highlights and strikethroughs

Current Program of Study with highlighted and strike-through revisions noted: ELELBS

FALL SEMESTER 1

COURSE #	TITLE	HRS	GR
ENGL 1013	Composition 1	3	
MATH 1203	College Algebra (or higher)	3	
BIOL 1543	Principles of Biology	3	
BIOL 1541L	Principles of Biology Lab	1	
HIST 2003	U.S. History	3	
Fine Arts Core	ARHS 1003 – Art History *changed to either/or with MLIT 1003	3	
Total Hours		**16**	

SPRING SEMESTER 2

COURSE #	TITLE	HRS	GR
ENGL 1023	Composition 11	3	
~~STAT 2303~~	~~Principles of Statistics~~ *changed to 3 hr. MATH elective	3	
CIED 1002	Introduction to Education	2	
CIED 1011	Intro to Education Practicum	1	
HIST 2013	US History	3	
COMM	COMM 1313 or COMM 2323	3	
Total Hours		**15**	

FALL SEMESTER 3

COURSE #	TITLE	HRS	GR
Humanities Core	COMM 1233 OR WLIT 1113 OR PHIL 2003 OR PHIL 2103 OR PHIL 2203 OR PHIL 3103	3	
Physical Science Core	PHYS 1034 **OR** ASTR 2003/2001 OR STEM 4104	4	
MATH 2213	Math Structures I	3	
PLSC 2003	American National Gov't	3	
~~MLIT 1003~~	~~Music Lecture~~ *added Lang and Lit Foundations	3	
Total Hours		**16**	

SPRING SEMESTER 4 (NEW 1st semester in program)

COURSE #	TITLE	HRS	GR
HIST 3383	Arkansas & the Southwest **OR** any 3 hour Arkansas History	3	
GEOG 1123 or ANTH 1023	Human Geography OR Cultural Anthropology	3	
GEOL 1111	Geology Lab	1	
GEOL 1113	Geology	3	
MATH 2223	Math Structures II	3	
WORLD HISTORY	HIST 1113 or HIST 1123	3	
Total Hours		**16**	

FALL SEMESTER 5 (~~1st program semester~~)

COURSE #	TITLE	HRS	GR
~~CIED 3103~~	~~Children and Adolescent Literature~~ *added Reading Comp course	3	
CIED 3133 (f)	Integrated Social Studies for the K-6 Classroom	3	
ECON 3053 OR ECON 2143	Economics for Elem. Teachers **OR** Basic Economics: Theory and Practice	3	
~~CIED 3262~~	~~Language Development for the Educator~~	~~2~~	
CIED 3143 (f)	Teaching Science in the Elementary Grades	3	
CIED 3013 (f)	Development and Learning Theories for the K-6 Classroom	3	
Total Hours		**17**	

SPRING SEMESTER 6

COURSE #	TITLE	HRS	GR
CIED 3113 (f)	Emergent ~~& Develop.~~ Literacy	3	
~~CIED 4113 (f)~~	~~Integrated Communication Skills for the K-6 Classroom~~ *added Developmental Literacy course	3	
CIED 3123 (f)	Math Methods in the K-6 Classroom	3	
CIED 4153 (f)	Classroom Management in the Elementary Grades	3	
CIED 3053 (f)	Emerging Adolescent	3	
Total Hours		**15**	

FALL SEMESTER 7

	COURSE #	TITLE	HRS	GR
*CPR CARD	~~CIED 4363 (f)~~	~~Disciplinary Literacy in the K-6 Classroom~~ *added Writing Instruction course	3	
Earned prior to internship	CIED 4003	Elementary Seminar	3	
	CIED 4123 (f)	Literacy Assessment and Intervention in the K-6 Classroom	3	
	+CIED 4173 (f)	Student Teaching	3	
	CIED 3023 (f)	Survey of Exceptionalities	3	
	Total Hours		**15**	

SPRING SEMESTER 8

COURSE #	TITLE	HRS
CIED 4143	Curriculum Design and Applications of Instructional Practice	3
STEM course	STEM 4033 OR 5023	3
~~CIED 4423 (f)~~	~~2nd Language Methodologies~~ *added Culture and Learnings course	3
+CIED 4173 (f)	Student Teaching	3
CIED 4133	Measurement and Research in the K-6 Classroom	3
Total Hours		**15**

+ ("B" or better)

Total Hours for Degree Completion ~~125~~ **123**

Appendix B

4ai. REVISED eight-semester degree plan ELELBS
*Revisions notated as blue highlights

FALL SEMESTER 1

COURSE #	TITLE	HRS
ENGL 1013	Composition 1	3
MATH 1203	College Algebra (or higher)	3
BIOL 1543	Principles of Biology	3
BIOL 1541L	Principles of Biology Lab	1
CIED 1013	Introduction to Education	3
Humanities Core (COMM 1233, WLIT 1113, PHIL 2003, PHIL 2103, PHIL 2203, **OR** PHIL 3103)	Media, Comm., & Citizen; World Lit 1; Intro to Phil.; Intro to Ethics; Logic; **OR** Ethics and Professions	3
Total Hours		**16**

SPRING SEMESTER 2

COURSE #	TITLE	HRS
ENGL 1023	Composition 2	3
HIST 2003	US History to 1877	3
HIST 1113 OR 1123	World Civilizations 1 or 2	3
GEOS 1113	Geology	3
GEOS 1111	Geology Lab	1
Fine Arts Core (ARHS 1003 **OR** MLIT 1003)	Art Lecture **OR** Music Lecture	3
Total Hours		**16**

FALL SEMESTER 3

COURSE #	TITLE	HRS
HIST 2013	US History 1877 to Present	3
GEOS 1123 **OR** ANTH 1023	Human Geography **OR** Cultural Anthropology	3
COMM 1313	Public Speaking	3
MATH 2213	Math Structures I	3
CIED 2943	Foundations of Language and Literacy	3
**Make Program Admission in August		
Total Hours		**15**

SPRING SEMESTER 4 (Officially Program Students)

COURSE #	TITLE	HRS
CIED 3113	Emergent and Developmental Literacy	3
PHYS 1034, ASTR 2003/2001, **OR** STEM 4104	Physics for Elem. Teachers, Astronomy with Lab **OR** Astronomy for Educators	4
CIED 3013	Development and Learning Theories	3
PLSC 2003	American National Government	3
MATH 2223	Math Structures 2	3
Total Hours		**16**

FALL SEMESTER 5

COURSE #	TITLE	HRS
CIED 3453	Developmental Literacy	3
CIED 3053	Emerging Adolescent	3
ECON 3053 **OR** ECON 2143	Econ. for Elem. Teachers **OR** Basic Econ.	3
CIED 3143	Teaching Science	3
MATH ELECTIVE	MATH ELECTIVE	3
Total Hours		**15**

SPRING SEMESTER 6

COURSE #	TITLE	HRS
CIED 4183	Instruction and Assessment of Writing	3
CIED 3133	Integrated Social Studies	3
CIED 3123	Math Methods	3
CIED 4153	Classroom Management	3
STEM 4033	Introduction to STEM Education	3
Total Hours		**15**

SUMMER

COURSE #	TITLE	HRS
**CIED 4463	Culture and Learning	3
**May be taken in Spring Semester 6		
Total Hours		**3**

*FALL SEMESTER 7

COURSE #	TITLE	HRS
+CIED 4173	Student Teaching	3
CIED 4133	Measurement, Research, and Readings	3
CIED 4533	Reading Comprehension through Children's and Adolescent Literature	3
CIED 3023	Survey of Exceptionalities (take online)	3
HIST 3383	Arkansas and the Southwest (take online)	3
Total Hours		**15**
	+ ("B" or better)	
	*Infant and Child CPR card must be earned prior to Fall Semester 7	

SPRING SEMESTER 8

COURSE #	TITLE	HRS
+CIED 4173	Student Teaching	3
CIED 4143	Curriculum Design	3
CIED 4123	Literacy Assessment	3
CIED 4003	Elementary Seminar	3
Total Hours		**12**
Total Program Hours		**123**

Appendix C

4a-iv. and 4a-v. Course descriptions and syllabi

Content and/or Pre-Professional Courses in PELED program
(taken prior to admission in ELELBS program)

Course		Catalog Description
BIOL 1543: Principles of Biology		Principles that unify biology with emphasis on scientific study that demonstrates how all organisms are the product of evolution and are parts of interacting systems from the molecular to the ecosystem level.
BIOL 1541L: Principles of Biology Lab		Experimental and observational techniques used in biology with emphasis on the acquisition and interpretation of results that illustrate major biological principles.
CIED 1013: Introduction to Education		Integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. Encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, development of teaching styles, and new directions in education. An 18-hour early field experience designed to give prospective teachers opportunities to observe and participate in a variety of school settings is incorporated in this introductory course to education.
*CIED 2943: Foundations of Language and Literacy (new course; syllabus included following table)		A foundational study of language and literacy with an emphasis on content knowledge for teachers that is essential to the components and principles of science-based literacy
COMM (choose one)	COMM 1313: Public Speaking	Application of the communication techniques needed to organize and deliver oral messages in a public setting. Emphasis given to theory and practice of message strategies and preparation, audience analysis, presentational skills including multimedia support, speech criticism, and the listening process.
	COMM 2323: Interpersonal Communication	Personal and interpersonal factors affecting communication in everyday life. Emphasis upon ways in which interpersonal perception, physical environment, semantic choices, and nonverbal cues affect communication primarily in the context of work, family, and other personal experiences.
ENGL 1013: Composition I		Required of all freshmen unless exempted by the Department of English.

ENGL 1023: Composition II		Continuation of ENGL 1013.
Fine Arts (choose one)	ARHS 1003: Art History	A general introduction to the visual arts. Lectures on theory and criticism, demonstrations, films, and slides. Three hours a week plus attendance at specified programs and exhibits.
	MLIT 1003: Music Lecture	Introduction to music. Lecture 3 hours per week providing experience in guided listening. Acquisition of vocabulary and certain fundamentals of music.
GEOG (choose one)	GEOS 1123: Human Geography	Basic course in human geography stressing the interrelationships between the natural factors of the environment and man's activities, especially the role of geography in the understanding of social problems and economic and political activities.
	ANTH 1023: Cultural Anthropology	Introduction to the nature of culture and its influence on human behavior and personality: comparative study of custom, social organization, and processes of change and integration of culture.
GEOL 1113: Geology		Survey of geological processes and products, and their relationships to landforms, natural resources, living environments and human beings.
GEOL 1111L: Geology Lab		Laboratory exercises concerning the identification of rocks and minerals, use of aerial photographs and topographic maps, and several field trips.
HIST 2003: U.S. History to 1877		A history of American life encompassing constitutional, political, social, intellectual and economic development from prior to European colonization to 1877.
HIST 2013: U.S. History, 1877 to present		A history of American life encompassing constitutional, political, social, intellectual and economic development from Reconstruction to the present.
History of the World (choose one)	HIST 1113: Institutions and Ideas of World Civilizations I	Introduces the major civilizations of the world in their historical context to 1500.
	HIST 1123: Institutions and Ideas of World Civilizations II	Introduces the major civilizations of the world in their historical context, since 1500.
Humanities (choose one)	COMM 1233: Media, Community, and Citizenship	Examines theory and research on how messages are processed, meanings constructed, communities formed and maintained through interaction with the media. Focus is on critical citizenship and media literacy in the context of the cognitive, social, cultural, political, and economic consequences of increasingly networked media systems.
	PHIL 2003: Intro to Philosophy	An examination of such basic philosophical topics as the existence of God, the nature of the human mind, the

		relationship between appearance and reality, the forms and limits of human knowledge, freedom of the will, and standards of right and wrong. Includes both historical and contemporary readings.
	PHIL 2103: Intro to Ethics	Basic concepts of moral philosophy, including historical and contemporary literature concerned with such issues as ethical relativism vs. objectivism, duty, happiness, freedom of the will and responsibility, facts and values, individual liberty and society. Application of theories to substantive questions.
	PHIL 2203: Logic	Traditional and modern methods of deductive and inductive inference.
	PHIL 3103: Ethics and the Professions	After a survey of the standard theories of moral obligation, justice, and rights, the course focuses on specific moral problems that arise within engineering, business, and the professions.
	WLIT 1113: World Literature I	An introduction to literature from the beginning of civilization to about 1650.
MATH 1203: College Algebra (or higher)		Topics include the solution and application of linear and quadratic equations and inequalities; functions, graphs, and theory of equations; matrix solutions of systems of equations and basic properties of matrices.
MATH 2213: Math Structures I		Sets and logic, systems of numerations, number systems and operations, and elementary number theory.

CIED 2943 Foundations of Language and Literacy
(NEW COURSE)
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education (PELED course)

Course description:
A foundational study of language and literacy with an emphasis on content knowledge for teachers that is essential to the components and principles of science-based literacy

Course objectives:
1. Know the origins of oral and written language. *CC ELA 1.1; InTASC 1, 2, 4, 5; TESS 1a,*
2. Learn the components and principles of science-based literacy. *CC ELA 1.1, 1.2; InTASC 4, 5; TESS 1a*
3. Understand that language shapes how we think. *CC ELA 1.1; InTASC 4, 5; TESS 1a*
4. Describe variation in language across cultures and individuals. *InTASC 2, 4; TESS 1a*
5. Identify elements of engaging communication such as volume, articulation, and awareness of audience. *CC ELA 8.3; InTASC 4; TESS 1a*
6. Understand the ways speech is adapted in various contexts and for different tasks. *CC ELA 8.6; InTASC 4; TESS 1a*
7. Distinguish between phonological awareness and phonemic awareness. *CC ELA 3.3; InTASC 4; TESS 1a*
8. Know concepts of print and the alphabetic principle. *CC ELA 2.1; InTASC 4; TESS 1a*
9. Understand the role of phonics in reading development. *CC ELA 4.1; InTASC 4; TESS 1a*
10. Demonstrate knowledge of word analysis skills and strategies. *CC ELA 4.3; InTASC 4; TESS 1a*

Course content:
I. Origins of oral language (1.1)
  - Structure
  - Language acquisition
  - Speech variety across cultures, contexts, and tasks (8.3 and 8.6)
II. Origins of written language (1.1, 1.2, 2.1)
  - Relationship between spoken and written language
  - Alphabetic principle
  - Print carries meaning across language systems
  - Environmental print
III. Five Aspects of Language
  - Phonological Knowledge

- Syntactic Knowledge
- Morphemic Knowledge
- Semantic Knowledge
- Pragmatic Knowledge

IV. Research connections (1.1)
- Neuroscience, linguistics, and education
- Evidence-based practices vs. research-based practice
- How the brain learns to read

V. Reading is not natural; explicit instruction in reading is required (1.1)

VI. Theoretical models of reading (1.1)
- The Simple View of Reading
- Scarborough's Reading Rope
- The Four Part Mental Processor
- Ehri's Phases of Word Level Reading

VII. Differences in reading development of individual students (1.1)
- Underlying causes of reading difficulty
  - Extrinsic
  - Intrinsic
- English Language Learners
- Struggling readers
- Highly proficient readers

VIII. Phonological system (3.1, 3.2, 3,3, 3.4)
- Difference between phonemic awareness and phonics skills
- Levels of phonological skills
  - Word awareness
  - Responsiveness to rhyme and alliteration
  - Syllable awareness
  - Onset and rime manipulation
  - Phoneme awareness (segmenting, blending, deleting, substituting)

IX. Phonics (4.1, 4.2)
- Systematic, sequential phonics skills
- The role of phonics in developing rapid, automatic word recognition
- The relationship between decoding and encoding
- The relationship between oral vocabulary and the process of decoding written words
- Specific terminology associated with phonics
  - Consonant sounds (C rule, G rule, consonant blends, consonant clusters, consonant digraphs)
  - Vowel sounds (vowel digraphs, diphthongs, schwa, r-controlled vowels)
  - Word patterns (CVC pattern, CV pattern, VCe pattern, CVVC vowel digraphs)

X. Word analysis skills and strategies (4.3)

- Structural analysis
- Stages of language acquisition (e.g. WIDA taxonomy)
- Interrelationships between word analysis skills, fluency, and reading comprehension
- Common morphemes
- High-frequency sight words
- Decodable words appropriate for particular grades
- Common prefixes and suffixes and their meanings
- Latin and Greek roots that form English words
- Syllabication as a word identification strategy (e.g. open, closed, CVe)
- Analysis of syllables and morphemes in relation to spelling patterns
- Techniques for identifying compound words
- Identification of homographs
- Use of context clues (semantic, syntactic) to help identify words and to verify the pronunciation and meaning of words

Summative Course Assessment:
Comprehensive Final Exam

Suggested Texts:
Leu, D. J., & Kinzer, C. K. (2017). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial* (10th ed). Boston, MA: Pearson.

Moats, L. C. (2010). *Speech to print: Language essentials for teachers* (2nd ed). Baltimore, MD: Brookes Publishing.

Moats, L. C., & Rosow, B. (2011). *Speech to print workbook: Language exercises for teachers* (2nd ed). Baltimore, MD: Brookes Publishing.

Clinical Field Experience: N/A

Content and Professional Courses
in the ELELBS program

*did not require syllabi revisions in competencies
since previous program approval

Course		Catalog Description
CIED 3013: Development and Learning Theories in the K-6 Classroom		This course allows students to cultivate an understanding of how elementary students develop, process information, and learn; studies educational applications pertaining to theories of development, intelligence, and thinking dispositions. Students study various learning theories, their implications for instruction, and their role in the K-6 classroom. Field experience required.
CIED 3023: Survey of Exceptionalities		A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools.
CIED 3053: Emerging Adolescent		This course is a study of the developmental characteristics (social, emotional, physical, moral, and intellectual) of early adolescents (ages 10-15 years). The implications of these changes for motivation, instruction, learning, and classroom management in the classroom are emphasized. Course has field component.
CIED 4003: Elementary Seminar		This course is designed to synthesize the foundational content presented in the Bachelor of Science in Education, Elementary Education program. It focuses on refinement of generalized knowledge to accommodate specialized content relevant to elementary students.
CIED 4133: Measurement, Research, and Readings		This course is designed to provide an introduction to educational assessment, research methods, and what research has to say about trends and topics in elementary education.
CIED 4143: Curriculum Design and Applications of Instructional Practice		A course in the design and adaptation of curriculum for students in regular, elementary classrooms. Theoretical bases and curriculum models will be reviewed.
CIED 4153: Classroom Management in the Elementary Grades		This course focuses on a number of different management techniques for elementary classrooms that can be used in general education settings.
CIED 4173: Student Teaching		Full-time student teaching in grades K-6 to be repeated both fall and spring semesters. Students will practice and master instructional strategies under the supervision of qualified mentor teachers and university faculty members.
ECON (choose one)	ECON 3053: Econ for Elem. Teachers	For students who plan to become teachers in elementary schools. Acquaints students with basic concepts and functioning of the American economic system.
	ECON 2143: Basic Economics: Theory and Practice	Surveys basic micro, macro principles and analytical tools needed to study contemporary economic problems such as inflation, unemployment, poverty, and pollution.
HIST 3383: Arkansas and the		Political, economic, social, and cultural development of

Southwest		Arkansas from the coming of the Indian to the 20th century, with special emphasis on Arkansas as a national and regional component.
MATH 2223: Math Structures II		Geometry and measurement, and statistics and probability.
Physical Science (choose one)	PHYS 1034: Physics for Elem Teachers	For elementary education majors. Physical science concepts based on state frameworks are explored in a mixed lecture/lab environment. The inquiry-based lab activities can be transferable for school classroom use. Topics covered include: scientific inquiry, motion and forces, conservation of energy, heat, light, electricity and simple circuits, and magnetism.
	ASTR 2003/2001: Survey of the Universe and Lab	An introduction to the content and fundamental properties of the cosmos. Topics include planets and other objects of the solar system, the Sun, normal stars and interstellar medium, birth and death of stars, neutron stars, pulsars, black holes, the Galaxy, clusters of galaxies, and cosmology. (Lab) Daytime and nighttime observing with telescopes and indoor exercises on selected topics.
	STEM 4104: Astronomy for Educators	Astronomy for Educators splits evenly between the basics of astronomy and practical methods for teaching astronomy effectively to all grade levels. The class is appropriate and effective for elementary, middle school, and secondary educators. Pedagogy focuses on the use of low-cost models that help all students grasp astronomy fundamentals such as phases of the Moon and how our solar system works. Lab activities include building and working with scientific models, evening lab activities give students the opportunity to use telescopes and binoculars to observe the Moon, planets, constellations and more. No prior experience or astronomy knowledge is assumed for this course.
PLSC 2003: American National Government		Survey of the history, basic ideas, structure, and political processes of the national government of the United States, including the fundamental relationships of the federal system.
STEM 4033: Introduction to STEM Education		This course provides an introduction to the foundations of STEM education disciplines and the strategies used to deliver integrated STEM education in the elementary and secondary school setting. The nature of STEM education disciplines, STEM pedagogy, teaching strategies, integrated STEM learning, STEM careers, and problem-centered instruction are addressed. STEM 4033 may be taken for undergraduate or graduate credit.

Professional and Methodology Courses in ELELBS program
New and Revised Course Syllabi

CIED 3113 Emergent Literacy
(REVISED COURSE)
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education

Prerequisites: CIED 2943 Foundations of Language and Literacy

Course Description: An understanding of emergent literacy development through a study of science-based literacy pedagogy and practical field experiences

Course Objectives:
1. Demonstrate understanding of the development of phonological and phonemic awareness *CC ELA 3.2, 3.3; InTASC 1,4,7; TESS 1a*
2. Illustrate knowledge of the use of explicit and implicit strategies to promote phonological and phonemic awareness *CC ELA 3.2, 3.3; InTASC 1, 4,8; TESS 1a*
3. Understand the development of concepts of print and the alphabetic principle *CC ELA 2.1; InTASC 1, 4; TESS 1a*
4. Demonstrate understanding of strategies to teach concepts of print and the alphabetic principle *CC ELA 2.1; InTASC 2, 4,8; TESS 1a*
5. Exhibit knowledge of phonics in promoting reading development and fluency *CC ELA 4.1, 4.2; InTASC 4,7; TESS 1a*
6. Describe word analysis skills and strategies *CC ELA 4.3; InTASC 4,8; TESS 1a*
7. Distinguish between the developmental stages of writing (e.g., picture, scribble) by identifying the grade-appropriate continuum of student writing *CC ELA 7.3; InTASC 1, 4; TESS 1a*
8. Recognize research-based principles for teaching letter naming and letter formation, both manuscript and cursive *CC ELA 7.7; InTASC 4; TESS 1a*
9. Identify appropriate assessment measures for foundational literacy skills *CC ELA 6.1; InTASC 4, 6; TESS 1a*
10. Show understanding of the characteristics of effective collaboration to promote comprehension by active listening. *CC ELA 8.1, 8.3; InTASC 4,7; TESS 1a*

Course Content:
I. Reading and writing processes
- Brain-based research (1.1)
  - Neuroscience, linguistics, and education
  - Evidence-based practices vs. research-based practice
  - How the brain learns to read
II. Phonological and phonemic awareness with elementary-aged students (3.1, 3.2, 3.3)

- Distinction between phonological awareness and phonemic awareness
- Role of phonological awareness and phonemic awareness in reading development
- Difference between phonemic awareness and phonics skills
- Levels of phonological and phonemic awareness skills
  - Rhyming, segmenting, blending, deleting, substituting
- Explicit and implicit strategies to promote phonological and phonemic awareness
- Distinguishing spoken words, syllables, onsets/rimes, and phonemes
- Role of phonological processing in the reading development of individual students
  - English Language Learners
  - Struggling reader
  - Highly proficient readers
- Appropriate assessment measures for phonological and phonemic awareness (6.1)

III. Concepts of print and the alphabetic principle (1.2, 2.1)
- Print carries meaning
- Strategies for promoting awareness of the relationship between spoken and written language
- Role of environmental print in developing print awareness
- Development of book handling skills
- Strategies for promoting and understanding of the directionality of print
- Techniques for promoting the ability to track print in connected text
- Strategies for promoting letter knowledge and letter formation
- Strategies for promoting understanding of the alphabetic principle
- Use of reading and writing strategies for teaching letter-sound correspondence
- Development of alphabetic knowledge in individual students
  - English Language Learners
  - Struggling readers
  - Highly proficient readers
- Appropriate assessment measures for concepts of print and alphabetic principle (6.1)

IV. Phonics (3.4, 4.1, 4.2)
- Role of phonics in developing rapid, automatic word recognition
- Decoding and encoding
- Relationship between oral vocabulary and the process of decoding written words
- Specific terminology associated with phonics instruction
- Appropriate assessment measures for phonics (6.1)

V. Word analysis skills and strategies (4.3)
- Development of word analysis skills and strategies in addition to phonics, including structural analysis
- The various stages of language acquisition (e.g. WIDA taxonomy)
- Interrelationships between word analysis skills, fluency, and reading comprehension
- Identification of common morphemes

- High-frequency sight words and decodable words appropriate for particular grades
- Common prefixes and suffixes and their meanings
- Latin and Greek roots that form English words
- Use of syllabication as a word identification strategy (e.g. open, closed, CVe)
- Analysis of syllables and morphemes in relation to spelling patterns
- Techniques for identifying compound words
- Identification of homographs
- Use of context clues (semantic, syntactic) to help identify words and to verify the pronunciation and meaning of words
- Appropriate assessment measures for word analysis (6.1)

VI. Stages of writing (7.3)
- Purpose for writing
- Identification of the grade-appropriate continuum of student writing
- Strategies for emergent writing
- Appropriate assessment measures for emergent writing (6.1)

VII. Principles for teaching letter naming and letter formation (7.7)
- Manuscript
- Cursive

VIII. Speaking and Listening
- Identifying the characteristics of active listening (8.1)
- Identify elements of engaging oral presentations (e.g. volume, articulation, awareness of audience) (8.3)

Summative Course Assessment:
Administer and use emergent literacy assessments for planning instruction for an early literacy lesson. To be implemented in clinical field experience classroom.

Suggested Texts:
Elish-Piper, L., & L'Allier, S. K. (2012). *Literacy strategies for teacher candidates.* Boston, MA: Pearson.
Tompkins, G. E. (2018). *Literacy for the 21st century: A balanced approach* (7th ed). Boston, MA: Pearson.

Clinical Field Experience: Students will observe and participate in quality literacy instruction in a K/1 classroom in collaboration with faculty and mentor teachers.

CIED 3123 Mathematics Methods in the K-6 Classroom
(REVISED COURSE)
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education

Course Description: An examination of the content of elementary mathematics courses. Special emphasis given to methods of teaching the content as well as enrichment materials.

Prerequisites: MATH 1203, MATH 2213, MATH 2223, and STAT 2303

Course Competencies:
Upon completion of this course, candidates will:

1. Understand pre-numeration concepts (e.g., informal counting, meaning of number, patterns) *CC MATH 1.1, 2.3; InTASC 4; TESS 1a*
2. Understand theoretical approaches to student learning and motivation *CC MATH 1.6, 4.2; InTASC 1, 2, 3, 5, 8; TESS 2b*
3. Demonstrate content knowledge and mathematics teaching methods for K-6 in relevant content areas *CC MATH 1.7; InTASC 1,4, 5, 7, 8; TESS 1a*
4. Understand Arkansas State Standards for Mathematics and Mathematical Practices for elementary mathematics education in designing appropriate learning experiences *CC MATH 2.3; InTASC 1, 3, 4, 5, 7, 8; TESS 1a*
5. Describe how elementary aged children construct and develop mathematical knowledge and competencies at different levels of complexity including number concepts, operations, place value, computation, fractions, measurement, geometry, algebraic reasoning, and other mathematical concepts as time permits *CC MATH 2.3, 3.1, 3.2, 3.3; InTASC 1, 2, 4, 5; TESS 1a, 1b*
6. Reflect upon your own readiness to teach elementary school mathematics and establish personal goals to further your professional preparation *CC MATH 1.6, 2.4; InTASC 1, 9, 10; TESS 4a*
7. Gain confidence in the ability to do mathematics with understanding *CC MATH 1.6; InTASC 1, 6, 9*
8. Be a persistent and successful mathematical problem solver *CC MATH 1.5; InTASC 1, 5, 9; TESS 3a*
9. Reason and justify mathematically *CC MATH 1.5; InTASC 1, 5, 9; TESS 1a*
10. Communicate mathematically; helping others understand why a claim is true and listening and appraising other students' explanations *CC MATH 2.2; InTASC 1, 3, 4, 5, 6, 7, 8; TESS 3a, 3b*
11. Read mathematics for understanding *CC MATH 4.5; InTASC 1, 3, 4, 5, 6; TESS 1a*
12. Understand the role of language and precision in mathematics; defining mathematical terms *CC MATH 4.3, 4.4; InTASC 1, 2, 3, 4, 5; TESS 1a*
13. Understand the importance of using manipulatives in mathematics teaching and gain skills in selecting and using appropriate manipulatives in mathematics teaching *CC MATH 1.9; InTASC 1, 2, 5, 6, 7, 8; TESS 1a*

14. Understand the components of problem-centered learning and develop a problem-centered mathematics lesson that meets the diverse needs of students *CC MATH 2.1; InTASC 1, 2, 7, 8; TESS 1a, 1b*
15. Understand and explore the social contexts of math in regard to the diverse students in grades K-6. *CC MATH 4.1, 4.2, 4.3, 4.4, 4.5; InTASC 1, 2, 7, 9; TESS 1a, 1b*

In lesson plans, candidates will be able to:
1. Identify technology applications to enhance teaching and learning *CC MATH 1.9, 2.1; InTASC 1, 2, 3, 7, 8; TESS 1a, 1b, 1d, 1e*
2. Address the needs of English Language Learners *CC MATH 2.1; InTASC 1, 2, 3, 8; TESS 1b, 3c*
3. Make accommodations for students with special needs *CC MATH 2.1; InTASC 1, 2, 3, 8; TESS 1b, 3c*
4. Extend instruction for students who have demonstrated proficiency in relevant standards *CC MATH 2.1; InTASC 1, 2, 3, 7, 8; TESS 1b, 3c*
5. Utilize research-based instructional practices and/or use recommended strategies from professional organizations (NCTM, IRA, NCTE, NSTA, NCSS, etc.) *CC MATH 1.8, 2.2; InTASC 1, 3, 5, 7, 8; TESS 1a, 4e*

Mathematics Pedagogical Topics:
- Foundations and Perspectives of Mathematics
- Early Number Concepts and Number Sense
- Developing Meaning for Operations
- Place-Value Concepts
- Algebraic Thinking
- Fraction, Decimals, and Percent Concepts and Computation
- Ratios, Proportions, and Proportional Reasoning
- Data Analysis Concepts
- Geometry and Measurement

Required Text:

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2013). *Elementary and middle school mathematics: Teaching developmentally, Ninth edition.* Upper Saddle River, NJ: Pearson Education, Inc. [e-text version is recommended]

Arkansas Committee of Educators. (2016). *Grades K-5 Arkansas mathematics standards.* Little Rock, AR: Arkansas Department of Education. http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/mathematics

National Governors Association Center for Best Practices, Council of Chief State School Officers (NGA/CCSSO). (2010). *Common core state standards for mathematics (CCSS-M).* Washington, D. C.: National Governors Association Center for Best Practices, Council of Chief State School Officers. http://www.corestandards.org/Math/

Course Resources:

The following reference materials will also be used:
National Council of Teachers of Mathematics Publications including:
- Teaching Children Mathematics
- Mathematics Teaching Mathematics in the Middle School
- Journal for Research in Mathematics Education
- Mathematics Teacher Educator
- Student Explorations in Mathematics

Summative Course Assessments:
1. Lesson Plan Creation
2. Multimedia Project
3. Practicum Observation Log and Reflections

Clinical Field Experience: Field experience is required for this course.

CIED 3133 Integrated Social Studies for the K-6 Classroom
(REVISED COURSE)
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education

Course Description: Focuses on the methodology of facilitating elementary students' development in social studies. Integrates the curriculum and teaching strategies in social studies. Field experience required.

Prerequisites: PLSC 2003, HIST 2003, HIST 2013, (GEOG 1123 or ANTH 1023), (HIST 1113 or HIST 1123), (ECON 3053 OR ECON 2143), (ARHS 1003 or MLIT 1003)

Course Objectives:
1. Plan, design, and implement learning experiences and inquiries, integrating technology, and demonstrating disciplinary knowledge and civic engagement in a variety of ways. *CC SS 3.1, 3.2, 3.3, 3.4, 4.2, and 4.3; InTASC 3, 4, 5, 7, 8; TESS 1a*
2. Design and implement a range of authentic and formative assessments, and exhibit data literacy; engage learners in self-assessment practices *CC SS 4.1, 4.4, and 4.5; InTASC 4, 5, 6, 8; TESS 1f*
3. Plan and implement relevant, engaging, and responsive pedagogy that ensures equitable learning opportunities in social studies and is consistent with current theory and research about student learning *CC SS 5.1 and 5.4; InTASC 2, 4, 5, 7, 8, 9; TESS 1b, 1c*
4. Facilitate collaborative, interdisciplinary learning environments *CC SS 5.5; InTASC 3; TESS 2a, 4d*
5. Use theory and research to continually improve and present social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner *CC SS 6.1 and 7.8; InTASC 4, 5; TESS 1d, 4e*
6. Explore, interrogate, and reflect upon own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within schools and/or communities *CC SS 6.2; InTASC 2, 3, 7, 9, 10; TESS 1b, 4a*
7. Read historical/social studies texts closely to determine what the text says explicitly and to make logical inferences from it, while determining central ideas or themes and analyzing development *CC SS 7.1; InTASC 4, 5; TESS 1a*
8. Interpret words and phrases as they are used in a historical/social studies texts, while analyzing the structure of such texts, and integrate knowledge and ideas *CC SS 7.2 and 7.3; InTASC 4, 5; TESS 1a*
9. Understand and apply the three text complexity measures: quantitative, qualitative, and reader and task *CC SS 7.4; InTASC 4, 5; TESS 1a*
10. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences, including argument and informative/explanatory texts; produce and distribute writing *CC SS 7.5, 7.6, 7.7, and 7.9; InTASC 4, 5; TESS 4e*

Course Content:
I. Learning experiences and inquiries (3.1, 3.2, 3.3, 3.4, 4.2, and 4.3)
- Alignment with the C3 Framework, state-required content standards, and theory and research
- Use of disciplinary concepts, tools, literacy, research skills, and technology
- Disciplinary knowledge and civic engagement

II. Authentic and Formative Assessment, data literacy, learner self-assessment (4.1, 4.4, and 4.5)
- Use of formative assessment data to guide instructional decision-making
- Reflection on student learning outcomes related to disciplinary knowledge, inquiry, and civic competence
- Individualized learning outcomes
- Disciplinary knowledge
- Inquiry
- Civic competence

III. Knowledge of learners for relevant and responsive pedagogy (5.1 and 5.4)
- Socio-cultural assets
- Learning demands
- Individual identities
- Variety of social studies instructional strategies, disciplinary sources and contemporary technologies

IV. Collaborative, interdisciplinary learning environments for learners (5.5)
- Disciplinary facts, concepts, and tools
- Engagement in disciplinary inquiry
- Creating disciplinary forms of representation

V. Research and Theory (6.1 and 7.8)
- Short research projects to answer a question (including a self-generated question)
- Multiple sources
- Generation of additional related, focused questions that allow for multiple avenues of
- exploration
- Relevant information from multiple print and digital sources
- Effective use of search terms
- Assessment of credibility and accuracy of sources
- Quoting or paraphrasing the data and conclusions of other while avoiding plagiarism and following a standard format for citation
- Drawing upon evidence from information to support analysis, reflection, and research

VI. Planning, design, and implementation of a service-learning project with a social justice focus, attending to issues of equity, diversity, access, power, and human rights (6.2)
VII. Close reading of historical/social studies texts (7.1)

- Citing specific textual evidence to support analysis of primary and secondary sources
- Determining the central ideas or information of a primary or secondary source
- Providing an accurate summary of the source distinct from prior knowledge or opinions
- Identifying key steps in a text's description of a process related to history/social studies

VIII. Interpreting and analyzing historical/social studies words and phrases; integration of knowledge and ideas (7.2 and 7.3)
- Determining the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- Describing how a text presents information
- Identifying aspects of a text that reveal an author's point of view or purpose
- Integration of visual information with other information in print and digital texts
- Distinguishing among fact, opinion, and reasoned judgment in a text
- Analyzing the relationship between a primary and secondary source on the same topic

IX. Text complexity analysis using all three text complexity measures: quantitative, qualitative, and reader and task. (7.4)

X. Discipline-specific writing (7.5, 7.6, 7.7, and 7.9)
- Steps in the argumentative writing process
- Steps in the informative/explanatory writing process
- Production of clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

Summative Course Assessment: Collaborative service learning project with a social justice focus, attending to issues of equity, diversity, access, power, and human rights

Clinical Field Experience: Field experience is required for this course.

(REVISED COURSE)
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education

Course Description: Study of the methods and materials in teaching science. Classroom applications of teaching strategies with analysis of teacher effectiveness in seminar settings are emphasized.

Prerequisites: BIOL 1543, BIOL 1541L, GEOL 1113, GEOL 1111, ENSC 1003 and 1001L, and (PHYS 1034 or ASTR 2003/2001 or STEM 4104)

Course Competencies:
Upon completion of this course, candidates will:

1. Understand and model key concepts of science, technology, engineering and mathematics *CC SCI 1.1; InTASC 4, 5; TESS 1a, 3a, 3b*
2. Collect, evaluate, synthesize, and share real world data *CC SCI 1.4; InTASC 4, 5; TESS 1a*
3. Understand and appreciate the nature of science and scientific inquiry through solving real-world problems *CC SCI 1.9; InTASC 4; TESS 1a*
4. Share, model, and practice strategies to support the integration of STEM areas with the emphasis in the K-6 classroom *CC SCI 1.10; InTASC 3, 4, 7, 8; TESS 1a, 1e, 3b, 3c*
5. Demonstrate a command of the three dimensional vision for K-12 science education- "… students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields." *CC SCI 3.1; InTASC 4, 7, 8; TESS 1a*
6. Demonstrate a command of the eight scientific and engineering practices in NRC Framework *CC SCI 3.2; InTASC 4, 7, 8; TESS 1a*
7. Demonstrate understanding through the application of the 7 crosscutting concepts (Dimension 2) that should be reinforced by repeated use in instruction across the disciplinary core ideas (Dimension 3) *CC SCI 3.3; InTASC 4, 7, 8; TESS 1a, 1e*
8. Demonstrate understanding of the disciplinary core ideas in physical sciences, life sciences, and earth and space sciences in the NRC Framework *CC SCI 3.4; InTASC 4, 7; TESS 1a*
9. Identify and implement lessons/units that integrate the scientific and engineering practices and crosscutting concepts with each of the core ideas as specified in the performance expectations of the NRC Framework *CC SCI 3.5; InTASC 4, 7, 8; TESS 1a, 1e*
10. Demonstrate content and science investigation teaching methods for K-6 in the particular the core content areas of *CC SCI 3.6; InTASC 4; TESS 1a, 1e*
    i. Physical Sciences
    ii. Life Sciences Earth and
    iii. Space Sciences

11. Demonstrate a command of the implementation of the Common Core State Standards for math and English/language arts and ISTE Technology Standards for Teachers as it supports Next generation Science Standards *CC SCI 3.7; InTASC 4, 7; TESS 1a, 1e*
12. Design and conduct science investigations in at least one if not all of the disciplinary core ideas with attention to gathering and interpreting scientific data *CC SCI 3.8; InTASC 4, 5, 7, 8; TESS 1a, 1e, 3b, 3c*
13. Demonstrate a command of diverse teaching strategies for reading and writing informational texts like those read and written by scientists *CC SCI 3.9; InTASC 7, 8; TESS 1a, 1e, 3b, 3c*
14. Acquire a broad knowledge of developmentally appropriate scientific and technical texts across genres, cultures, and centuries *CC SCI 9.1, 9.2, 9.3, 9.4; InTASC 3, 4, 5, 8; TESS 1d*
15. Be able to select developmentally appropriate scientific and technical texts, using all measures of text complexity: qualitative, quantitative, and reader and task *CC SCI 9.4; InTASC 3, 5, 8; TESS 1a, 1d*
16. Read scientific and technical texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts *CC SCI 9.1; InTASC 3, 5, 8; TESS 1d, 1e*
17. Be able to cite specific textual evidence to support analysis of science and technical texts *CC SCI 9.1; InTASC 3, 5, 8; TESS 1a*
18. Determine the central ideas or conclusions of a text *CC SCI 9.1; InTASC 4, 5, 8; TESS 1a*
19. Providing an a accurate summary of the text distinct from prior knowledge or opinions
    a. Following precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
    b. Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
    c. Analyzing the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic
    d. Analyzing the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text
    e. Integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually
    f. Distinguishing among facts, reasoned judgment based on research findings, and speculation in a text *CC SCI 9.2, 9.3, 9.5, 9.6, 9.7, 9.8, 9.9; InTASC 5, 8; TESS 1a*
20. Be able to write opinion pieces on topics or texts, supporting a point of view with reasons and information *CC SCI 9.5; InTASC 5, 8; TESS 1a*
21. Be able to write arguments focused on discipline-specific content *CC SCI 9.5; InTASC 5, 8; TESS 1a*
22. Be able to write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes *CC SCI 9.6; InTASC 5, 8; TESS 1a*
23. Understand how to design learning activities in a safe, humane, and ethical environment *CC SCI 8.1, 8.2, 8.3, 8.4, 8.5; InTASC 3, 8; TESS 2e*

Summative Course Assessments: Candidates interview elementary students to identify a science misconception. Once identified, interventions are planned and the misconception is corrected.

Field Experience: Field experience is required for this course.

CIED 3453 Developmental Literacy
(NEW COURSE)
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education

Prerequisites: CIED 2943 Foundations of Language and Literacy, CIED 3113 Emergent Literacy

Course Description: A deep and comprehensive application of the development of literacy skills from decoding to fluent, comprehending readers. Field experience required.

Course objectives:

1. Demonstrate knowledge of the role of phonics in promoting reading development. *CC ELA 4.1; InTASC 1, 4,7; TESS 1a; 1e, 3c*
2. Show knowledge of automaticity in developing reading fluency *CC ELA 4.2; InTASC 1, 4; TESS 1a; 1e, 3c*
3. Apply knowledge of systematic and explicit word analysis skills and strategies. *CC ELA 4.3; InTASC 2, 4,8; TESS 1a; 1e, 3c*
4. Exhibit knowledge of vocabulary development. *CC ELA 5.1; InTASC 1, 4; TESS 1a; 1e, 3c*
5. Know the levels of reading comprehension (i.e., literal, inferential, and evaluative). *CC ELA 5.2; InTASC 4; TESS 1a*
6. Utilize knowledge of multiple approaches to reading instruction. *CC ELA 6.2; InTASC 2, 4,7,8; TESS 1a; 1e, 3c*
7. Recognize appropriate assessment measures for foundational literacy skills *CC ELA 6.1; InTASC 4, 6; TESS 1a*
8. Demonstrate understanding of the characteristics of effective collaboration to promote comprehension *CC ELA 8.1; InTASC 1, 3, 4, 7, 8; TESS 2a; 1a; 1e, 3c*
9. Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples *CC ELA 8.2; InTASC 4, 5; TESS 1a*
10. Identify elements of engaging oral presentations *CC ELA 8.3; InTASC 4; TESS 1a*

Course content:
I. Interrelationships between decoding, fluency, and reading comprehension (4.2)
II. Phonics (4.1)
  - Assessment (6.1)
  - Identifying and applying appropriate instructional strategies

- Use of semantic and syntactic clues to help decode words
- Selecting appropriate connected text

III. Decoding single-syllable words that follow common patterns and multisyllable words (4.1)
- Common letter-sound correspondences
- Spelling conventions
- Appropriate assessment measures for decoding and encoding (6.1)

IV. Strategies for automaticity in developing reading fluency (4.2)
- accuracy
- rate
- prosody
- Appropriate assessment measures for fluency (6.1)

V. Development of phonics skills (4.1), word analysis (4.3) and fluency (4.2) in individual students
- English Language Learners
- Struggling readers
- Highly proficient readers

VI. Vocabulary (5.1)
- Development of academic language and vocabulary
    - Relationship between oral and written vocabulary development and reading comprehension
    - The relationship between oral vocabulary and the process of identifying and understand written words
- Selecting vocabulary words
- Systematic, non-contextual vocabulary strategies
- Contextual vocabulary strategies
- Knowledge of common sayings, proverbs, and idioms
- Knowledge of foreign words and abbreviations commonly used in English
- Appropriate assessment measures for vocabulary (6.1)

VII. Levels of reading comprehension (5.2)
- literal
- inferential
- evaluative

VIII. Comprehensive reading instruction (6.2)
- Theories
- Approaches
- Evidence-based practices
- Programs for developing
- Appropriate assessment measures for listening and reading comprehension

IX. Leading and managing the literacy classroom (6.2)
- Planning

- Organizing
- Differentiating
- Large-group, small group, and individualized reading instruction
- Environment that promotes love of reading

X. Independent reading in the classroom and at home (6.2)

XI. Instructional technologies to promote reading development (6.2)

XII. Supporting individual students (1.1)
- Underlying causes of reading difficulty
    - Extrinsic
    - Intrinsic
- English Language Learners
- Struggling readers
- Highly proficient readers

XIII. Speaking and Listening (8.1)
- For comprehension
- With diverse audiences
- Present claims and findings (8.2)
- Elements of engaging oral presentations (8.3)
    - Volume
    - Articulation
    - Awareness of audience

Suggested Texts:

Elish-Piper, L., & L'Allier, S. K. (2012). *Literacy strategies for teacher candidates.* Boston, MA: Pearson.

Tompkins, G. E. (2018). *Literacy for the 21st century: A balanced approach* (7th ed). Boston, MA: Pearson.

Summative Course Assessment

Use running record results for planning instruction for a focused small group literacy lesson

Clinical Field Experience:

Students will observe and plan quality literacy instruction in an intermediate classroom.

CIED 4123 Literacy Assessment and Intervention
(REVISED COURSE)
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary Education

Course Description: This course is a focused application of scientifically-based literacy instruction in a clinical setting. Candidates use formal and informal methods of assessing literacy development and then implement multiple approaches to literacy instruction.

Course Objectives:
1. Uses formal and informal methods for assessing literacy development *CC ELA 6.1; InTASC 4, 6, 7; TESS 1a, 9c*
2. Uses data and ongoing literacy assessment to adjust instruction to meet students' literacy needs *CC ELA 6.1; InTASC 2, 4, 6, 7, 8; TESS 1a, e, 3c, 9c*
3. Implements multiple approaches to literacy instruction *CC ELA 6.2; InTASC 2, 4, 7, 8; TESS 1a, e, 3c, 9c*
4. Evaluates the effectiveness of writing samples of each genre *CC ELA 7.1; InTASC 6*
5. Uses the characteristics of effective writing to determine student proficiency *CC ELA 7.2; InTASC 2, 6*
6. Demonstrates understanding of methods for assessing literacy development as well as effective writing characteristics *CC ELA 6.1, 7.2; InTASC 4, 6; TESS 1a*; and uses data to present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples *CC ELA 8.2; InTASC 2, 6*

Course Content:
I. Formal and informal methods for assessing literacy development (6.1)
- Arkansas Curriculum Frameworks
- NCLB
- National Reading Panel Report, "Missing Pillars"
- Science of Reading vs. balanced literacy instruction (1.1)
- ACT Aspire Assessment
- EQuIP (**E**ducators Evaluating the**Qu**ality of**I**nstructional**P**roducts) is an initiative of the American Diploma Project (ADP) Network designed to identify high-quality materials aligned to the Common Core State Standards (CCSS).
- LETRS An Introduction to Language and Literacy (3.1, 3.4, 4.1, 4.2)
- R.I.S.E. (Reading Initiative for Student Excellence): The Governor of Arkansas' initiative to encourage a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities.
II. Pre/post data and ongoing literacy assessment to meet students' specific literacy needs (6.1)
- appropriate assessments tools for data collection and analysis
- appropriate technology tools for data collection and analysis
III. Standardized criterion-referenced and norm-referenced tests (6.1)

- assess literacy development
- literacy strengths and difficulties

IV.Concepts of validity, reliability, and bias in testing (6.1)

V. Characteristics and uses of formation and informal literacy-related assessments (6.1)

VI. Characteristics and uses of group versus individual literacy assessments (6.1)

VII. Techniques for assessing particular literacy skills (6.1)

VIII. Awareness of the challenges and supports in a text (6.1)

IX. Techniques for determining students' independent, instructional, and frustration literacy levels (6.1)

X. Literacy development of individual students (e.g., English Language Learners, struggling readers through highly proficient readers) (6.1)

XI. Multiple approaches to literacy instruction (6.2)
- Strategies for planning, organizing, managing, and differentiating literacy instruction to support the literacy development of all students
- Literacy instruction based on ongoing assessment
- Instructional strategies for promoting development of particular literacy skills
- Large-group, small group, and individualized literacy instruction
- Environment that promotes culture of literacy
- Literacy development through appropriate instructional technologies
- Appropriate strategies and resources for individual students (e.g., English Language Learners, struggling readers through highly proficient readers)

Summative Course Assessment:

Literacy Case Study Report: The purpose of this summative assessment is for the candidate to complete an in-depth look into the literacy strengths and weaknesses of one child, and then utilize the information obtained to plan and implement learning opportunities for that child.

This assessment addresses the following goals:
1. familiarize candidates with a variety of assessment techniques
2. emphasize the interrelatedness of assessment and instruction to illustrate the role of assessment in instructional decision making
3. develop skills in analyzing student responses and work samples to determine the child's strengths and weaknesses and to use such information to guide instruction
4. broaden candidates understanding of the learning processes of an individual child
5. encourage reflection on the child's response to a variety of assessment tools and techniques
6. foster a critical analysis of the effectiveness of a variety of assessment tools and techniques
7. deepen candidates skills at documenting student progress over time
8. provide experience in communicating assessment results and instructional implications for school and home with the child's parent/guardian.

Suggested Texts:

Reutzel, D. R., & Cooter, R. B. (2015). *Strategies for reading assessment and instruction in an era of Common Core Standards: Helping every child succeed* (5th ed). Boston, MA: Pearson.

Clinical Field Experience:

Working one-on-one or in a small group with targeted students (minimum of 20 interventions)

CIED 4183 Instruction and Assessment of Writing
(NEW COURSE)
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education

Prerequisites: CIED 2943 Foundations of Language and Literacy, CIED 3113 Emergent Literacy, CIED 3453 Developmental Literacy

Course description: Develop knowledge, skills and dispositions about writing processes, genres, and pedagogy. Field experience required.

Course objectives:
1. Demonstrate understanding of the characteristics of common types of writing. *CC ELA 7.1; InTASC 4, 7; TESS 1a*
2. Demonstrate understanding of the characteristics of effective writing. *CC ELA 7.2; InTASC 4, 7; TESS 1a*
3. Demonstrate understanding of the research process. *CC ELA 7.5; InTASC 4, 5, 7; 1a*
4. Demonstrate understanding of the conventions of grammar, usage, mechanics, and spelling. *CC ELA 7.6; InTASC 4, 7*
5. Identify the characteristics and purposes of a variety of digital tools used for producing and publishing writing and for interacting with others. *CC ELA 7.4; InTASC 4, 8*
6. Know research-based principles for teaching letter naming and letter formation, both manuscript and cursive. *CC ELA 7.7; InTASC 2, 4, 8; TESS 1a*
7. Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples *CC ELA 8.2; InTASC 5*
8. Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not *CC ELA 8.4; InTASC 5*

Course content:
I. Develop the craft of writing
II. Common types of writing, including purpose, key components and subgenres (7.1)
   ● Opinion/argument
   ● Informative/explanatory
   ● Narrative
III. Evaluation of the effectiveness of common types of writing samples
IV. Characteristics of effective writing (7.2)

- Appropriateness of a particular piece of writing for a specific task, purpose, and audience
- Development, organization, or style of a piece of writing
- Appropriate revisions to strengthen a piece of writing
- Interrelationships among planning, revising, and editing in the process of writing

V. Research process (7.3)
- Steps in the research process
- Primary and secondary sources and their uses
- Reliable and unreliable sources
- Paraphrasing and plagiarizing
- Credible print and digital sources, locate information within the sources, and cite the sources

VI. Conventions of grammar, usage, mechanics, and spelling (7.6)
- Function of different parts of speech
- Usage, mechanics, and spelling
- Examples of different sentence types (e.g., simple, compound, compound-complex)
- Varieties of English (e.g., dialects, registers) used in stories, dramas, or poems to support the overall meaning
- Relevant features of language such as word choice, order, and punctuation

VII. Digital tools for producing and publishing writing, and for collaboration (7.4)

Suggested Texts:
Cunningham, P., & Allington, R. (2015). *Classrooms that work: They can all read and write* (6th ed). Boston, MA: Pearson.
Tompkins, G. E. (2018). *Teaching writing: Balancing process and product* (7th ed). Boston, MA: Pearson.

Summative Course Assessment:
Writing portfolio consisting of content and pedagogical knowledge

Clinical Field Experience:
Students will observe, design, implement, and evaluate quality writing instruction in a K-6 classroom.

CIED 4463 Culture and Learning
(NEW COURSE)
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education

Course description: Culture, its meanings, dimensions, and manifestations are explored in this course. How these cultural elements impact perceptions of students, classroom practices, and educational processes are explored in this course. A strength-based approach is employed to explore the issues associated with including all students within classrooms.

Relationship to Knowledge Base: This is a foundational course designed to introduce the teacher candidates to the complexities of culture and their implications for educational practices and processes. Different dimensions of culture including race/ethnicity, socioeconomic status, gender, language, religion, etc., are explored for their influences on receptivity, understanding, and use of varied classroom strategies. The emphasis is extending the knowledge and skills of teacher candidates to effectively educate students by developing inclusive classrooms where all students' realities are not only valued but used to further their educational progress. Culture as an integral component of life influencing perceptions, scheme and communications is stressed. The convergence of cultures (student and educator) in classrooms as manifested in practices and strategies, and reactions to them. Varied approaches that capitalize on varied students' realities/communities are stressed as indicative of effective pedagogical skills. Systemic implications of varied cultures for use and recognition in classrooms are stressed to further the understanding of teacher candidates' understanding/knowledge of teachers and teaching, learner and learning, and schools and schooling. The critical examination of culture and these elements for educational processes as reflective of societal realities is stressed.

Goals:
Upon the completion of this course, students are cognizant of the varied dimensions of culture and their manifestations within classrooms. The implications of varied perspectives on culture for learning and classroom practices are explored. Issues involved with developing an inclusive classrooms that embodies the tenets of culturally relevant pedagogy including expectation of academic success of students, cultural competence, and critical consciousness. Pedagogical practices that reflect varied cultural perspectives are examined. Students will recognize the interaction of the micro (individual) and macro (school/society) perspectives within the classroom, the power relations involved, and the implications of these differing views for the pedagogical, curricular, and policy decisions made in contemporary education.

Course objectives:

Upon completion of CIED 4463, students will be able to:

1. Explain the different dimensions of culture, e.g., ethnicity, gender, socioeconomic status, etc., and their implications for teachers, students and classroom practices *(InTASC 1, 2, 3; TESS 1)*
2. Define cultural frame of reference and discuss its importance for and influence on attitudes, behaviors, and interactions in classrooms - for students **and** educators. *(CC SS 5.2, 5.3, 6.3; InTASC 1,2, 3; TESS 1 & 2)*
3. Articulate how "funds of knowledge" are reflected within varied students and their potential use within classrooms. *(InTASC 1, 2, 3)*
4. Recognize the sociopolitical context of schooling and the power relations within classrooms, and their effects on learning/knowledge construction. *(InTASC 2, 3, 9; TESS 1, 2 & 4)*
5. Demonstrate how multicultural education is integral to educators in diverse educational settings who can balance the needs and aspirations of each learner with the expectations of an increasingly complex and technological society. *(CC ELA 6.2; InTASC 1, 2, 3, 7; TESS 1, 2, 3 & 4)*
6. Differentiate between structural/systemic issues and individual variables that impact student engagement, learning, behavior, and achievement in today's classroom. *(CC SPED 1.10; InTASC 1, 2, 3, 7; TESS 1, 2, 3 & 4)*
7. Define social justice and discuss its reflection in effective educational practices within an inclusive learning community for an array of learners. *(CC SS 5.2, 5.3, 6.3; InTASC 1, 2, 3, 7, 9; TESS 2)*
8. Recognize bias in educational processes (e.g., lesson plans, instructional strategies, discipline policies, etc.) and its effect on students' participation and involvement within schools. *(CC ELA 6.1; CC SPED 1.10; InTASC 1, 2, 3, 6, 7, 8, 9; TESS 1 & 2)*

Course content:

1. Culture, world-view and cultural frame of reference – definitions and influences/implications for the design, development, and reactions to educational practices.
2. Societal and political context of schooling and their influences on learning and the educational process for different students.
3. Language and its importance for understanding students and effectively meeting their varied needs.
4. History of and differing theoretical/philosophical positions on multicultural education.
5. Multicultural education as a concept, an educational movement, and a process.
6. Influences of different student characteristics (ethnicity, language, gender, socioeconomic status, disability, etc.) on the educational process.
7. Curriculum, instruction, assessment and multicultural education.

Course Evaluation
1. Journal
2. Tests/Quizzes
3. Media Analysis
4. Adapted Lesson Plan – Culturally Relevant
5. Group Presentation – Varied Cultures

Suggested Texts and Resources:

Banks J. A. (2004). Multicultural education: Historical development, dimensions, and practice. In Banks J.A., & Banks, C.A.M. (Eds.) *Handbook of research on multicultural education* (2nd ed.) (pp. 3 – 29). San Francisco: Jossey - Bass.

Boykins, A. W. (1994). Afrocultural expression and its implications for schooling. In Hollins, E.R., King, J.E., & Hayman, W.C. (Eds.), *Teaching diverse populations: Formulating a knowledge base.* (pp. 243 – 273). Albany, NY: State University of New York Press.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom* (2nd ed). New York: New Press.

Freire, P. (1987). *Pedagogy of the oppressed.* New York: Continuum Publishing Corporation.

Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice (2nd ed.).* New York: Teachers College Press.

Gollnick, D. M., & Chinn, P. C. (2016). *Multicultural education in a pluralistic society* (10th ed.). Boston, MA: Pearson.

Hale, J. E. (2001). *Learning while Black: Creating educational excellence for African American children.* Baltimore, MD: John Hopkins University Press.

Howard, G. R. (2016). *We can't teach what we don't know: White teachers, multiracial schools* (3rd ed.). New York: Teachers College Press.

Hollins, E. R. & Guzman, M. T. (2005). Research on preparing teachers for diverse populations. In Cochran-Smith & Zeichner, K.M. (eds.) *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 477 – 548). Mahwah, NJ: Lawrence Erlbaum Associates.

Kohl, H. (1991). The politics of children's literature: The story of Rosa Parks and the Montgomery Bus Boycott. *Journal of Education, 173*(1), 34 – 50.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed.). San Francisco, CA: Wiley Press.

Lee, C. D. (1993). *Signifying as a scaffold to literacy interpretation: The pedagogical implications of a form of African American discourse.* (NCTE Research Report No. 26). Urbana, IL: National Council of Teachers of English.

Lee, C. D. (2007). *Culture, literacy and learning: Taking bloom in the midst of the whirlwind.* New York: Teachers College Press.

Perry, T., Steele, C. & Hilliard, A. G. III. (Eds.) (2004). *Young, gifted and black: Promoting high achievement among African American students.* Boston: Beacon Press.

Spencer, M. B. (2006). Phenomenology and ecological systems theory: Development of Diverse groups. In W. Damon & R.M. Lerner (Eds. In Chief) & R. M. Lerner(Vol. Ed.).

Handbook of child psychology, Vol. 1. *Theoretical models of human development* (6th ed., pp. 829 – 893)

Woodson, C. G. (1933/1990). *The mis-education of the Negro*. Trenton, NJ: Africa World Press.

CIED 4533 Reading Comprehension through Children's
and Adolescent Literature
(NEW COURSE)
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Childhood/Elementary Education

Prerequisites: CIED 2943 Foundations of Language and Literacy, CIED 3113 Emergent Literacy, CIED 3453 Developmental Literacy

Course description: An examination of the major genres of children's and adolescent literature to develop and extend K-6 students' skills in reading comprehension. Field experience required.

Course objectives:
1. Demonstrate knowledge of vocabulary development *CC ELA 5.1; InTASC 1, 4; TESS 1a*
2. Demonstrate knowledge of the levels of reading comprehension (i.e., literal, inferential, and evaluative) and strategies for promoting comprehension of literature and informational texts at all three levels *CC ELA 5.2; InTASC 1, 4, 8; TESS 1a*
3. Demonstrate understanding various comprehension strategies to support effective reading. *CC ELA 5.2 ;InTASC 2, 4, 7; TESS 1a*
4. Demonstrate knowledge of multiple approaches to reading instruction *CC ELA 6.2; InTASC 2, 4; TESS 1a*
5. Demonstrate understanding of the characteristics of effective collaboration to promote comprehension by
   a. identifying techniques to communicate for a variety of purposes with diverse partners
   b. identifying the characteristics of active listening
   CC ELA 8.1; InTASC 3, 4, 5, 7, 8; TESS 1a,e 2a, 3c
6. Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information when appropriate *CC ELA 8.5; InTASC 5, 8*

Course content:
I. Genre Study (Fiction: Folk and Modern Fantasy, Realistic and Historical Fiction; Nonfiction: Informational and Biography; Poetry; Multicultural Literature)
   • Characteristics
   • Evaluation
   • Culturally responsive teaching
II. Role of text complexity in reading development (6.2)

- Three factors (quantitative, qualitative, and reader and task) that measure text complexity
- Features of text-leveling systems

III. Knowledge of multiple approaches to reading instruction (6.2)
- Significant and current theories, approaches, research-based practices, and programs for developing foundational reading skills and reading comprehension.
- Planning, organizing, managing, and differentiating reading instruction to support the reading development of all students
- Strategies for promoting development of particular reading skills
- Close reading and rereading of well crafted, content-and idea-rich texts in reading development
- Evaluating and sequencing texts for reading instruction according to text complexity
- Balancing students' exposure to and reading of literary and informational texts
- Selecting and using meaningful reading materials at appropriate levels of difficulty
- Creation of an environment that promotes culture of reading
- Uses of instructional technologies to promote reading development (6.2)
- Awareness of strategies and resources for supporting individual students (e.g., English Language Learners, struggling readers through highly proficient readers)

IV. Vocabulary development (5.1)
- Strategies for promoting oral language development and listening comprehension
- Criteria for selecting vocabulary words
- Strategies for promoting comprehension across the curriculum by expanding knowledge of academic language, including conventions of standard English grammar and usage, differences between the conventions of spoken and written standard English, general academic vocabulary, and content-area vocabulary
- Importance of frequent, extensive, varied reading experiences in the development of academic language and vocabulary
- Development of academic language and vocabulary knowledge and skills in individual students (e.g. English Language Learners, struggling readers through highly proficient readers)

V. Levels of reading comprehension (5.2)
- Literal
- Inferential
- Evaluative
- Strategies for promoting comprehension of literature and informational texts at all three levels

VI. Key ideas and details to comprehend literature and informational text (5.2, 6.2)
- Close reading to determine what the text says explicitly and to make logical inferences from it
- Specific textual evidence to support conclusions drawn from the text

- Central ideas or themes of a text and analyze their development
- Key supporting details and ideas
- How and why individuals, events, and ideas develop and interact over the course of a text

VII. How features and structures of text across genres affect comprehension (5.2, 6.2)
- Structural elements of literature across genres
- Text features to locate information in a print or digital information text
- Structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, stanza) relate to each other and the whole
- Words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
- How specific word choices shape meaning and/or tone

VIII. Point of view using evidence from the text by (5.2)
- Author's point of view in various genres and supporting conclusions with evidence from the text
- Multiple accounts of the same events or topic to identify similarities or differences in point of view
- How point of view, perspective, and purpose shape the content and style of a text

IX. Integrate and compare written, visual, and oral information from texts and multimedia sources (5.2)
- How visual and oral elements enhance the meaning and effect of a literary text
- Comparison of the written version of a literary text with an oral, stage, or filmed version
- Analysis of how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s)
- Interpretation of visual and multimedia elements in literary and informational texts

Suggested Texts:

Harvey, S. & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for engagement, understanding, and building knowledge* (3rd ed). Portland, ME: Stenhouse.

Beers, K., & Probst, R. (2015) *Reading nonfiction: Notice & note stances, signposts, and strategies*. Portsmouth, NH: Heinemann.

Summative Course Assessment:

Performance Assessment demonstrating comprehension instruction

Clinical Field Experience:

Students will observe, design, implement, and evaluate quality literacy instruction.