Code # Enter text…

**New Course Proposal Form**

## [ ] Undergraduate Curriculum Council

**[X ] Graduate Council**

**[ X] New Course or [ ]Experimental Course (1-time offering) (Check one box)**

### Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

Joanna Grymes

8/29/17

Rob Williams

9/22/2017

#### Department Curriculum Committee Chair COPE Chair (if applicable)

**Ron Towery**

8/29/17

Mary Jane Bradley

**9/25/17**

ENTER DATE…

**Department Chair: Head of Unit (If applicable)**

**Wayne W. Wilkinson**

**8/30/2017**

ENTER DATE…

**College Curriculum Committee Chair Undergraduate Curriculum Council Chair**

**Mary Jane Bradley 9/5/2017**

ENTER DATE…

ENTER DATE…

#### College Dean

ENTER DATE

#### Graduate Curriculum Committee Chair

ENTER DATE…

**General Education Committee Chair (If applicable) Vice Chancellor for Academic Affairs**

1. Contact Person (Name, Email Address, Phone Number)

Dr. Ron Towery, [rtowery@astate.edu](mailto:rtowery@astate.edu) 870-972-3059

1. Proposed Starting Term and Bulletin Year

Fall 2017

1. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

RDNG 7423

1. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Studies in Critical Literacy

1. Brief course description (40 words or fewer) as it should appear in the bulletin.

Explores literacy as a critical social practice that may be used to enact social change within the classroom and beyond. Applications include the social context of literacy, multiple literacies, and the role of literacy in the production of power.

1. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
   1. Are there any prerequisites? No.
      1. If yes, which ones?
      2. Why or why not?
   2. Is this course restricted to a specific major? Yes.
   3. If yes, which major? EdS in Reading
2. Course frequency (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

1. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. Is this course dual listed (undergraduate/graduate)?

No.

1. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No.
   1. If yes, please list the prefix and course number of cross listed course.
   2. Are these courses offered for equivalent credit? Please explain.
2. Is this course in support of a new program? No
   1. If yes, what program?
3. Does this course replace a course being deleted? No
   1. If yes, what course?
4. Will this course be equivalent to a deleted course? No
   1. If yes, which course?
5. Has it been confirmed that this course number is available for use? Yes.

*If no: Contact Registrar’s Office for assistance.*

1. Does this course affect another program? No.

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

# Course Details

1. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Redefining Literacy- critical literacy pedagogy theories; defining critical literacy

Week 2: Why Critical Literacy is Necessary- Dynamic texts; texts as tools of identity formation; the mediation of identity and culture through texts

Week 3: Language and position

Week 4: Identity and Diversity

Week 5: Language and Language Varieties

Week 6: Grammar as a resource for critical literacy

Week 7: Critical visual literacy

Week 8: time, space, and bodies

Week 9: Everyday texts; analysis of books and their critical implications

Week 10: From critical awareness to social action

Week 11: Becoming Critically Aware

Week 12: Teaching Critical Literacy

Week 13: Applications of Critical Literacy as Inquiry

Week 14: Final Exam: Reflective Essay

1. Special features (e.g. labs, exhibits, site visitations, etc.) No.
2. Department staffing and classroom/lab resources
   1. Will this require additional faculty, supplies, etc.? No.
3. Does this course require course fees? No.

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

## Course Justification

1. Justification for course being included in program. Must include:
   1. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Adding a course in critical literacy addresses an essential need for candidates to adopt critical perspectives toward text. Multiple perspectives of pedagogical approaches to critical literacy provide a means for enhanced approaches to teaching and learning. Candidates would be encouraged to become active consumers of text that adopt critical and questioning approaches to their instructional decision-making.

* 1. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

Candidates are expected by our SPA accreditor, the International Literacy Association (ILA), to embody appropriate professionals dispositions towards literacy and learners. Additionally, licensed teachers are expected to demonstrate professionalism in their decision-making as well as instructional responsibilities according to the Teacher Excellence Support System (TESS). Additionally, several indicators for developing the critical dispositions characteristic of effective teachers according to the Arkansas Teaching Standards (ATS) are supported through the course content.

* 1. Student population served.

This graduate course will serve students who have completed initial licensure and are completing an education specialist degree in reading.

* 1. Rationale for the level of the course (lower, upper, or graduate).

The content of the course is aligned to ILA standards which target reading professionals and warrant graduate level studies.

## University Outcomes

**Assessment**

1. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| a. **[X ]** Global Awareness | b. **[X]** Thinking Critically | c. **[ ]** Information Literacy |

## Relationship with Current Program-Level Assessment Process

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

International Literacy Association (ILA) Standards:

[Standard 4: Diversity](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-4)**:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

1. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

\*Please note that this is a future assessment pending the approval of this proposal.

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | [Standard 4: Diversity](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-4)**:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. |
| Assessment Measure | Reflective Essay \* |
| Assessment  Timetable | This will take place at the end of the course each time it is taught. |
| Who is responsible for assessing and reporting on the results? | The professor on record will be responsible for administering the assessment, and the reading area group coordinator will be responsible for analyzing and reporting the results. |

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

*(Repeat if this new course will support additional program-level outcomes)*

## Course-Level Outcomes

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Candidates will recognize key principles of critical literacy in order to incorporate them into reading and writing instruction. |
| Which learning activities are responsible for this outcome? | The candidates will complete reading journal entries that require them to explain the principles of critical literacy and give examples of how critical literacy strategies have been incorporated into reading and/or writing lessons. |
| Assessment Measure | Reading journal entries submitted for scoring at the beginning and during the middle of the course. |
| **Outcome 2** | Candidates will develop understandings of the tenets critical literacy pedagogies. |
| Which learning activities are responsible for this outcome? | The candidates will complete reading journal entries that require them to summarize their understandings of critical literacy pedagogies. |
| Assessment Measure | Reading journal entries submitted for scoring at the beginning and during the middle of the course. |
| **Outcome 3** | Candidates will analyze and reflect on the relationship between instructional practices and personal biases. |
| Which learning activities are responsible for this outcome? | The candidates will participate in discussion boards where the instructor has provided prompts to promote discussion of and reflection on instructional practices and personal biases through the lens of critical literacy. |
| Assessment Measure | Discussion Boards will be submitted for scoring at the beginning and during the middle of the course. |
| **Outcome 4** | Candidates will develop recommendations for incorporating critical literacy into classroom practice. |
| Which learning activities are responsible for this outcome? | The candidates will complete a reflective essay that require them to provide implications of critical literacy for classroom practice and recommendations for decreasing bias within the classroom setting. |
| Assessment Measure | The reflective essay will be submitted for scoring at the end of the course. |

*(Repeat if needed for additional outcomes)*

# Bulletin Changes

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**   * Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~) * New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). * Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)   *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon * *, and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**RDNG 645V. Thesis**

**RDNG 6493. Advanced Reading Methods and Intervention** Examines latest trends in research based reading instructional methodology and development, implementation, and mon- itoring of intervention for struggling readers. Prerequisite: RDNG 6313 theory and Practice in Teaching Reading (or equivalent); and enrollment in a Graduate Program within the College of Education.

**RDNG 6513. Emergent Literacy Birth - Primary Grades** Focuses on the development of literacy skills, birth through primary grades, including the process of exposure to words, print, and the opportunity to write as a part of the literacy process. This course maintains alignment with state and national standards.

**RDNG 6533. Literacy for Diverse Learners** Examines literacy issues in the context of multicul- tural education and culturally responsive pedagogy with a focus on the differentiation of literacy needs among various student cultures and special needs students. Presentation and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE Reading major or permission of instructor.

**RDNG 6553. Adolescent Literacy** Analyzes current federal initiatives and reform policies related to adolescent literacy. Examines the social and cognitive processes related to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all curricular areas. Re- stricted to MSE Reading major or permission of instructor.

**RDNG 6563. Principles of Literacy Cognition** An examination of current research on literacy cognition, reading disorders, and research - based methodologies for reading instruction, with implications for instruction.

**RDNG 6573. Action Research in Literacy Education** Examination of theory and practice in action research as applied to literacy education with practical application in literacy settings. Pre- requisite: Admission to MSE-Reading program or approval by professor; ELFN 6773: Statistics and Research.

**RDNG 680V. Independent Study**

**RDNG 7273. Multicultural Influences in Reading and Literature** Survey of contemporary literary theory and criticism including an examination of the role of multiple perspectives and di- verse voices in literature as a transformative agent in schools and society. Restricted to graduate students in education programs or permission of instructor.

**RDNG 7283. Writing Pedagogy: Advanced Processes of Writing** An examination of varied perspectives of the processes of writing, with a focus on recursive practices in authentic, academic, and personal settings; reflection on personal and academic writing practices and re- search of writing pedagogy facilitating the study of effective application. This course is restricted to Ed.S. degree Reading candidates or other graduate students with permission of the instructor.

**RDNG 7393. Literacy Leaders as Community Advocates** Examination of the role of literacy leaders within the school, community, and family context with a focus on literacy advocacy project development, implementation, and evaluation. Restricted to MSE-Reading or Ed.S.-Read- ing candidates or approval of the instructor.

***RDNG 7423. Studies in Critical Literacy Explores literacy as a critical social practice that may be used to enact social change within the classroom and beyond. Applications include the social context of literacy, multiple literacies, and the role of literacy in the production of power.***

**RDNG 745V. Thesis** Thesis is specific as the capstone for the Specialist in Education Reading (Ed.S. Reading) Program and enrollment is restricted to those students.

**RDNG 7473. Theories of Language Acquisition** Overview of theoretical and practical orientations regarding language acquisition with a focus on English Language Learners including an examination of language acquisition models and their application in schools and classrooms. Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

**RDNG 7543. New Literacies** An overview of theoretical and pedagogical frameworks of the New Literacies with an emphasis on the intersection of student lives, culture, and technology. Restricted to Ed.S.-Reading Candidates or graduate students with permission of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).