Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc.), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors) and program eliminations must be reviewed and approved by the Provost and APC prior to submission to the Curriculum Committee. Significant program revisions must also undergo review and approval by the Provost. The Provost will determine if a significant proposal revision requires approval by the APC. Revisions to the General Education curriculum originate from the General Education Committee and must be reviewed and approved by the Provost.
- Completed (and signed) forms are due on the first Tuesday of every month. Submit one signed copy to the Chair of the Curriculum Committee.

1. Originator: Diane Polachek
   Education Department
   Ext. 4684, diane.polachek@wilkes.edu

2. Proposal Title: Title Change for ED 324

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs, Certificate Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
☐ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
☐ Change in course credit or classroom hours.
☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

   ____  Course Addition Form (plus syllabi)
   ____  Course Deletion Form
   1  ____ Course Change Form

5. Executive Summary of Proposal.
   Briefly summarize this proposal. The breadth and depth of this executive summary should
   reflect the complexity and significance of the proposal. Include an overview of the
   proposal, background and reasoning behind the proposal and a description of how the
   proposal relates to the mission and strategic long-range plan of the unit and/or university.
   For incidental changes a one or two sentence explanation is adequate.
   The Education Department proposes a title change for ED 324: Children’s and Adolescent Literature
   to ED 324: Children’s Literature. A separate course, ED 326: Adolescent Literature, has been
   added.

6. Other specific information. (Not applicable for incidental changes.)

   What other programs, if any, will be affected by this proposal? Describe what resources
   are available for this proposal. Are they adequate? What would be the effect on the
   curriculum of all potentially affected programs if this proposal were adopted? Include any
   potential effects to the curriculum of current programs, departments and courses.

   No other programs will be affected.

7. Program Outline. (Not applicable for incidental changes).
   A semester-by-semester program outline as it would appear in the bulletin for a new
   program or any modified program with all changes clearly indicated.
8. Signatures and Recommendations. (please date)
   • Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   • If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

Caroline Maurer
Print Name/Title
Department chair(s) of all potentially affected programs
Signature
Date
3/28/12

Michael Speziale
Print Name/Title
Dean(s) of any potentially affected College/School.
Signature
Date
3-30-12

Susan Hritzak
Print Name
Registrar
Signature
Date
4-3-12

Print Name
Signature
Date
Provost (For new programs, program elimination, significant program revisions and revisions to the General Education curriculum).
Provost should check here ______ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Print Name
Signature
Date
Chair, Academic Planning Committee. For new programs, program elimination, and significant program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

Print Name
Signature
Date
Chair, General Education Committee. For revisions to General Education curriculum only. (Signature indicates that the proposal has been approved by GEC).
1. Course Title: Official title for course – as opposed to the popular title

2. Course Number: Coordinate with Registrar to insure course number is available

3. Total Course Credit Hours: Classroom Hours Lab Hours Other

4. Course Prerequisites:

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

Insert Text Here...

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Official title as listed in the most current University Bulletin

2. Course Number: As listed in the most current University Bulletin

3. Course Credit Hours: As listed in the most current University Bulletin

   Total Course Credit Hours: _____

   Classroom Hours _____    Lab Hours _____    Other _____

4. Effective date of course deletion (semester/year)

   _______________________________
Wilkes University Curriculum Committee
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

<table>
<thead>
<tr>
<th>Course Number: ED 324</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title: Children's and Adolescent Literature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Children's and Adolescent Literature</td>
</tr>
<tr>
<td><strong>Course Credit hours. (Indicate classroom, lab or &quot;other&quot; hours.)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Prerequisites</strong></td>
<td>Prerequisites: Successful completion of Ed 190. Effective Teaching, ED 321. Literacy Foundations I, and admission to the Teacher Education Program.</td>
</tr>
<tr>
<td>**Course Description (as proposed for Bulletin)**¹</td>
<td>This course will involve students in actively reading a wide range of children's and adolescent's literature accompanied with an analysis of literary elements and genre. Emphasis will be placed on instructional methods that incorporate the use of literature across the curriculum with attention given to the careful selection of books to match the instructional levels of readers.</td>
</tr>
</tbody>
</table>

¹ Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
Teacher Education Program Mission

The mission of the Teacher Education Program is to provide the educational community and society at large with competent, caring, and ethical educators who are life-long learners, reflective practitioners, and effective communicators. The Teacher Education program provides opportunities for students to grow academically and professionally. The program promotes an appreciation for diversity, as well as a regard for research-based and innovative practices. The ethic of service and dedication is expected of graduates to meet the diverse needs of all students within the learning community.

Elementary and Early Childhood Education Program Mission

The mission of the Elementary and Early Childhood Education Program is to prepare highly effective teachers who have the knowledge, skills, and competencies to prepare PK – 4 students to achieve academic success, and who are prepared to serve a diverse group of children and families in a variety of educational settings.

Instructor Contact Information

Instructor: Dr. Diane Polachek, Professor of Education  
Office: Breiseth 202  
Telephone: 570.408.4684  (Fax) 570.408.7872  
E-mail: diane.polachek@wilkes.edu  For online courses use L.I.V.E. email  
Office Hours: W 8:30-11:30, TH 8:30-10:30, or by appointment

Course Description
This course will involve students in actively reading a wide range of children’s literature accompanied by an analysis of literary elements and genres. Emphasis is placed on the instructional methods that incorporate the use of literature across the curriculum with attention given to the selection of books to match the instructional levels of young readers.

**Required Textbook & Readings**


Online resources and professional journal articles

Children's books and novels including:
- *The Fighting Ground* by Avi
- *Tuck Everlasting* by Natalie Babbitt
- *Walk Two Moons* by Sharon Creech
- *Chasing Vermeer* by Blue Balliett

**Course Overview**

ED 324: *Children's Literature* presents literature as a powerful tool to enhance effective integrated teaching and learning across the curriculum. A broad variety of genres will be explored throughout the course, as will effective teaching strategies including instructional integration. In addition, children's books will be read and discussed by colleagues throughout the course.

*L.I.V.E.* will be the platform used to facilitate this course and each Teacher Education candidate must have access to a computer with Internet capabilities. Each candidate must also have access to a local library or bookstore housing a significant children's literature collection for completion of the course requirements.

The course will be divided into learning modules that will focus on children's literature in several topic areas: *Awesome Authors, Living Literature, Integrated Instruction, and Instructor’s Choice*. Students will complete assignments related to each module. Candidates are required to complete on time all required textbook and online readings that are posted on *L.I.V.E.* throughout the course.

A primary means of communicating within the course will be through regular postings to threaded discussion boards. The course will be asynchronously delivered and students will be able to complete the assignments at times that are convenient for them. There will be no required in-person group meetings. However, students will need to complete each module's assignments by the due dates posted for each module.

Based upon the readings and assignments, each module will vary in the number of hours it will take to complete and includes textbook and online readings, interactive activities, peer-to-peer learning, threaded discussion, papers, and a quiz or an assessment. Point values for assignments are posted in each module.
Objectives/Competencies for ED 324: Children’s Literature

**Major Competencies identified by the PDE**

<table>
<thead>
<tr>
<th>Course Objectives/Competencies</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. DEVELOPMENT, COGNITION, AND LEARNING</td>
<td></td>
</tr>
<tr>
<td>Child Development Knowledge (Birth through Age 9)</td>
<td>Online discussions/responses</td>
</tr>
<tr>
<td>*C. 4. Knowledge of young children’s characteristics and needs (linguistic, cognitive, socio-emotional, physical and motor)</td>
<td>Online discussions/responses</td>
</tr>
<tr>
<td>*C. 5. The range of development, typical and atypical, within one child and between children</td>
<td>Online discussions/responses</td>
</tr>
<tr>
<td>I. SUBJECT MATTER PEDAGOGY CONTENT</td>
<td></td>
</tr>
<tr>
<td>A. Language Development</td>
<td></td>
</tr>
<tr>
<td>1. a. Develop, implement, assess and modify curriculum and lessons as evidenced by their ability to:</td>
<td>Lesson Plans</td>
</tr>
<tr>
<td>b. Develop and deliver lessons for language comprehension and expression skills directly related to early literacy</td>
<td></td>
</tr>
<tr>
<td>d. Develop lessons on language comprehension and expression of skills as a basis for learning to read by focusing on emergent literacy</td>
<td>Poetry Module</td>
</tr>
<tr>
<td>g. Build and reinforce relationships between early spoken language and early pre-literacy abilities and consider influences of parent-child interactions in early shared storybook interactions</td>
<td>Online discussions</td>
</tr>
<tr>
<td>Questions for Comprehension</td>
<td></td>
</tr>
<tr>
<td>B. Early Literacy Foundations</td>
<td></td>
</tr>
<tr>
<td>*1. Research: Candidates must possess extensive research-based knowledge and skill in language and literacy regardless of the age group of setting in which they intend to practice.</td>
<td>Online discussions</td>
</tr>
<tr>
<td>*3. Text Level Comprehension</td>
<td></td>
</tr>
<tr>
<td>a. Emphasize the role of vocabulary knowledge in reading comprehension;</td>
<td>Lesson Plans</td>
</tr>
<tr>
<td>l. Elaborate how the text itself, the context in which reading occurs, the reader’s characteristics, and the specific task can determine how well a student comprehends;</td>
<td></td>
</tr>
<tr>
<td>*4. Reading-Writing Connections</td>
<td></td>
</tr>
<tr>
<td>a. Make overt connections between and across the curriculum, students’ lives, literature, and literacy</td>
<td>Online Discussions</td>
</tr>
<tr>
<td>*5. Instructional Approaches and Materials</td>
<td></td>
</tr>
<tr>
<td>a. Implement strategies for infusing literacy across content areas in a balanced literacy format</td>
<td>Online Discussions</td>
</tr>
<tr>
<td>Questions for Comprehension</td>
<td></td>
</tr>
<tr>
<td>b. Prepare to teach a text by reading it, segmenting it into major sections, summarizing the meanings to be taught, generating questions to ask during reading, and planning specific activities that enhance comprehension of the text</td>
<td></td>
</tr>
<tr>
<td>c. Implement theories and best practices of early and</td>
<td></td>
</tr>
</tbody>
</table>

3
| **emergent literacy and reading** |  |
| d. Develop multiple ways to utilize information acquisition and research skills throughout instruction strategies |  |
| e. Understand, evaluate and use multiple forms of data such as graphs and maps |  |
| f. Demonstrate ability to select and refine educational topics |  |
| g. Organize and present main ideas from research, crediting sources using a structured format |  |
| *5. Demonstrate knowledge of Pennsylvania’s learning standards for PreK – 4 for language arts | Lesson Plans |
| *6. Assessment of Literacy | Lesson Plans |
| a. Utilize assessment tools with appropriate instructional accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for all students) |  |
| b. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students |  |

**V. PROFESSIONALISM**

Candidates must understand the value of and strategies for creating a community of learners. They will be able to:

*P. Construct lesson and activity plans and set instructional goals and objectives guided by content, pedagogy and developmental considerations, consistent with Pennsylvania’s learning standards;*  

**Pennsylvania State Guidelines**
The Elementary Education Guidelines can be accessed at the PDE website:  
www.pde.state.pa.us

**Technology Integration Standards** from the National Educational Technology Standards (NETS):
# Children's Literature Course Objectives

**Teacher Education candidates will:**

1. Develop a knowledge base about the role of literature in the development of literacy in children and adolescents;
2. Locate and match the literature that is available and appropriate with various developmental levels of readers;
3. Analyze literary elements and learn to teach children the processes of identification and comprehension these elements as they read;
4. Study a range of notable children’s and adolescent authors;
5. Gain knowledge of the history of children’s literature and award-winning children and adolescent literature available for use in instruction through reading and researching;
6. Develop effective instructional practices and activities for instruction aligned with PA Academic Standards through the integrated use of children’s literature and developmentally appropriate instructional materials;
7. Develop planning skills in the creation and presentation of selected areas of the curriculum using children’s literature across the curriculum;
8. Identify and design authentic assessments of student learning in literature instruction;
9. Demonstrate collegiality and professional skills in oral and written communication, presentation, and organization through class assignments and presentations using technology.

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**Total Course Points = 1300**

**Wilkes Teacher Education Course Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>100 – 94 %</td>
</tr>
<tr>
<td>3.5</td>
<td>93 – 87 %</td>
</tr>
<tr>
<td>3.0</td>
<td>86 – 80 %</td>
</tr>
<tr>
<td>2.5</td>
<td>79 – 75 %</td>
</tr>
<tr>
<td>2.0</td>
<td>74 – 70 %</td>
</tr>
<tr>
<td>1.5</td>
<td>69 – 65 %</td>
</tr>
<tr>
<td>1.0</td>
<td>64 – 60 %</td>
</tr>
<tr>
<td>0</td>
<td>59 – 0 %</td>
</tr>
</tbody>
</table>
Course Policies

Course Expectations & Work Policy

Citing Sources: Sources of information should be noted on all work, including lesson plans, papers, and instructional activities. Sources can be from class notes, textbooks, and electronic resources. APA format should be used to cite sources.

Quality of Work: Because the Teacher Education Program at Wilkes University is a professional preparation program, quality is expected in all work, which is be proofread and spell and grammar checked.

Late Work: Work is due on the due date. Late work will result in an automatic 20% point reduction regardless of the reason, including absence from the course, technological malfunctions, or inability to follow written or oral directions and deadlines. It is essential to make sure you have a reliable Internet provider and know how to send attachments. It is important to have a printer that has ink. Stating that work was emailed or dropped off when it was not received will result in reduced or no points.

Wilkes Teacher Education Program Policies

Academic Honesty: Academic Honesty requires students to use sound judgment and intellectual responsibility to preserve an ethical learning environment and to maintain the professional conduct expected of an educator. For more detailed information refer to the following documents: 1) Academic Regulations section of the Wilkes Student Handbook, 2) Academic Regulations Policy in the Teacher Education Program Handbook, 2) Pennsylvania Code of Practice and Conduct for Educators in the Teacher Education Program Handbook

Cheating and plagiarism are very serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure and program dismissal.

Academic Support: The Learning Center, housed on the third floor of Conyngham Hall, provides free tutorial services to all Wilkes students. To contact the Learning Center: Extension 4150 or 4153 or www.wilkes1.wilkes.edu/learningcenter

The Writing Center, located in the lower level of the library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. To contact the Writing Center: Extension 2753 or 4536 or www.wilkes1.wilkes.edu/writing

Special Needs: Wilkes University provides Disability Support Services (DSS) through the Learning Center located on the third floor of Conyngham Hall. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and require special accommodations or considerations, please contact the Learning Center and your instructor.