

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 ONLINE _____
 MISC _____

DEPARTMENT NAME: **TEACHING AND LEARNING** COLLEGE OF: **Education**

RECOMMENDED COURSE IDENTIFICATION:
 PREFIX RED COURSE NUMBER 6318 LAB CODE (L or C) C
 (TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)
 COMPLETE COURSE TITLE **PICTURE BOOKS FOR CONTENT LEARNING**

EFFECTIVE DATE
 (first term course will be offered)

SUMMER 2010

CREDITS: **3**

TEXTBOOK INFORMATION: **COLUMBA, L., KIM, C.Y., MOE, A.J. (2009). THE POWER OF PICTURE BOOKS IN TEACHING MATH, SCIENCE, AND SOCIAL STUDIES: GRADES PRE K-8 (2ND ED). SCOTTSDALE, AZ: HOLCOMB HATHAWAY, PUBLISHERS. PLUS: PURCHASE 2 PICTURE BOOKS THAT CAN BE UTILIZED TEACHING A TOPIC IN THE STUDENT'S CLASS.**

GRADING (SELECT ONLY ONE GRADING OPTION) REGULAR X PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:
THIS COURSE EMPHASIZES THE IDENTIFICATION AND INTEGRATION OF PICTURE BOOKS, AND USE OF READ ALOUDS, FOR THE DEVELOPMENT OF READING AND LITERACY SKILLS IN CONTENT AREAS.

PREREQUISITES W/MINIMUM GRADE: *	COREQUISITES:	OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL) MUST BE GRADUATE STUDENT IN THE COLLEGE OF EDUCATION
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PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.
 *DEFAULT MINIMUM GRADE IS D-

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
DOCTORATE IN READING OR RELATED FIELD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. **Exceptional Student Education; Curriculum, Culture & Educational Inquiry; Communication Sciences and Disorders; Educational Leadership; Exercise Science & Health Promotion; Counselor Education**

Sharon Crawley, crawley@fau.edu, 561-297-3875
 Faculty Contact, Email, Complete Phone Number

SIGNATURES **SUPPORTING MATERIALS**

Approved by: Department Chair: <u>Barbara Ridener</u> College Curriculum Chair: <u>Linda Webb</u> College Dean: <u>William J. Foster</u> UGPC Chair: _____ Dean of the Graduate College: _____	Date: <u>11/18/09</u> <u>11-18-09</u> <u>11/18/09</u>	Syllabus—must include all details as shown in the UGPC Guidelines. Written Consent—required from all departments affected Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form
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Email this form and syllabus to sfulks@fau.edu and ejrjo@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.
 FAUnewcourseGrad - Revised May 2008

**Department of Teaching and Learning
College of Education
Florida Atlantic University**

RED 6318: Picture Books for Content Learning

Catalog Description:

This course emphasizes the identification and integration of picture books, and use of read alouds, for the development of reading and literacy skills in content areas. 3 credits.

Prerequisites or Co-requisites:

Must be graduate student in the College of Education

Required Text:

Columba, L., Kim, C.Y., & Moe, A.J. (2009). *The power of picture books in teaching math, science, and social studies: Grades prek-8 (2nd ed.)*. Scottsdale, AZ: Holcomb Hathaway.

Each student must purchase 2 picture books on the same topic. The topic should be one taught in his/her own classroom.

Required Websites:

Barr, G. (n.d.). *Picture books for teaching six trait writing*. Retrieved June 24, 2009, from http://cfbstaff.cfbisd.edu/baarg/picture_books_for_teaching_six_t.htm

Schoch, K. (2009). *Teaching with picture books*. Squidoo.
Retrieved May 23, 2009, from <http://www.squidoo.com/teachingwithpicturebooks>

Wisconsin Educational Communications Board (2006-2009). *Into the books*.
Retrieved June 25, 2009, from <http://reading.ecb.org/>

Guidelines Used in Developing Course Objectives:

Florida Subject Matter Content Standards: Reading K-12- (FSMCS:RDG)

Florida Subject Matter Content Standards: Elementary K-6- (FSMCS:ELE)

Florida Subject Matter Content Standards: Middle Grades English 5-9 - (FSMCS:MGENG)

Florida Performance Standards for Teachers of English for Speakers of Other Languages- (ESOL)

Florida Atlantic University Educator Accomplished Practices- (FAU EAP)

Conceptual Framework Connection:

Students will use reflective decision-making when selecting appropriate picture books and reading strategies to facilitate their students' learning of subject area content. They will demonstrate knowledge of numerous picture books available for teaching subject area content; and they will demonstrate that they are capable of integrating vocabulary, comprehension, and

writing strategies into their content curriculum utilizing picture books. Students will exhibit ethical behavior when engaging in group projects, delivering presentations during class, and engaging in community dialogue.

Course Objectives:

Students will be able to:

1. Identify foundational theories and theorists of reading processes and development. (FSMCS RDG 1.1)
2. Identify instructional applications of theories of reading processes and development. (FSMCS RDG 1.2)
3. Distinguish language characteristics of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). (ESOL 2.4)
4. Identify instructional methods for developing emergent literacy. (FSMCS RDG 2.2)
5. Identify the components of reading fluency (i.e., accuracy, automaticity, rate, prosody). (FSMCS RDG: 4.1) (FSMCS ELE 1.3) (FSMCS MGENG 3.3) (ESOL 8.4)
6. Identify appropriate instructional methods for developing reading fluency (e.g., practice with high-frequency words, timed readings, repeated readings, read alouds, choral reading, recorded books, readers theatre). (FSMCS RDG 4.2) (FSMCS ELE 1.4)
7. Identify the elements of reading comprehension (e.g., background/prior knowledge, author's purpose, vocabulary, metacognition). (FSMCS RDG 5.1) (FSMCS ELE 1.7)
8. Identify instructional methods and strategies to facilitate students' reading comprehension (e.g., predicting, summarizing, monitoring comprehension, question answering, question generating, etc.) (FSMCS RDG:5.2) (FSMCS ELE 1.6) (FSMCS MGENG 3.2)
9. Identify instructional methods and strategies to increase vocabulary acquisition (e.g., word analysis, context clues, multiple exposures, selection of relevant words from text). (FSMCS RDG 5.3) (FSMCS ELE 1.5)
10. Identify instructional methods and strategies for developing critical thinking (e.g., application, analysis, synthesis, evaluation). (FSMCS RDG 5.4) (FSMCS ELE 1.9) (FAU EAP 4.1)
11. Identify instructional approaches and strategies for developing and using content area vocabulary (e.g., semantic mapping, semantic feature analysis, categorization activities). (FSMCS RDG 6.1)
12. Identify instructional approaches and strategies for helping students comprehend content area texts (e.g., reading labels, signs, newspapers, schedules). (FSMCS RDG 6.4)
13. Apply instructional approaches and strategies for helping students comprehend content area texts (e.g., discussion, graphic organizers, metacognition, background knowledge). (FSMCS RDG 6.5)
14. Identify the characteristics and elements of various literary genres and formats of prose and poetry (e.g., classics, multicultural literature, fables, legends, biographies). (FSMCS RDG 7.1) (FSMCS ELE 2.1)

15. Identify instructional approaches and strategies for developing literary analysis (e.g., story mapping, identifying plot structure, identifying elements of literary devices). (FSMCS RDG 7.2) (FSMCS ELE 1.10)
16. Choose appropriate methods, including differentiating instruction, modifications, and accommodations, for meeting reading needs of diverse learners (e.g., gifted, economically disadvantaged, struggling learners, students with disabilities). (FSMCS RDG 8.1) (FSMCS MGENG 4.5) (FAU EAP 5.1)
17. Choose appropriate methods, including differentiating instruction and linguistic accommodations, for meeting reading needs of English language learners (ELLs). (FSMCS RDG 8.2) (ESOL 4.3) (FAU EAP 7.1)
18. Select appropriate resources to reflect and address students' cultural and linguistic diversity. (FSMCS RDG 8.3) (FSMCS MGENG 4.9) (ESOL 3.9)
19. Identify appropriate use of print and nonprint media to match students' needs and interests within the instructional unit. (FSMCS RDG 10.2) (FSMCS ELE 6.1) (FSMCS ELE 6.3) (ESOL 4.6) (FAU EAP 12.2)
20. Identify methods and strategies (e.g., explicit and systematic instruction, scaffolding, modeling) to integrate reading, writing, speaking, listening, viewing, and presenting across the curriculum (respond to literature). (FSMCS RDG 11.3) (FSMCS ELE 2.4) (FSMCS MGENG 4.4) (ESOL 6.8)
21. Choose effective techniques (e.g., selecting text at the appropriate reading level, matching text to student interest, involving students in setting reading goals) for improving attitudes toward reading and for motivating students to engage in academic and personal reading. (FSMCS RDG 11.4) (FSMCS MGENG 3.1)
22. Identify findings from current reading research (e.g., National Reading Panel Report, Preventing Reading Difficulties in Young Children). (FSMCS RDG 12.2) (FSMCS MGENG 2.4)
23. Communicates and cooperates with colleagues and communities. (FAU EAP 11.1)
24. Plans activities that help participant develop knowledge through a variety of strategies. (FAU EAP 10.2)

Course Requirements:

1..Reading Skills Integration Lessons

This is an individual assignment. Identify a topic you will be teaching. Use the two picture books you purchased to introduce the topic to students. Develop an initiating lesson, vocabulary lesson, comprehension lesson, and a writing traits lesson that can be used to assist students in developing background and reading/language arts skills.

2. Picture Book WebQuest

This is an individual assignment. Select a topic you will be teaching. Conduct a picture book webquest. Locate 10 picture books and develop an annotated bibliography that will be shared with other members of the class. Identify the Sunshine State Standards each book addresses. Also, include at least one reading strategy that would be appropriate to use with each book. Present two books from your webquest to the class.

3. Powerpoint ABC Book

There are many different types of ABC books (math, history, geography, science, and so on). Develop an ABC powerpoint book to use as an introduction to a topic you will be teaching or as a review of a topic you will have taught to your class.

4. Journal Article Reviews

Locate and identify three journal articles related to teaching reading skills with picture books. Write a review of each article.

Assignment	% of Course Grade
Reading Skills Integration Lessons	30%
Content Picture Book WebQuest & Presentation	15%
Content Reading Powerpoint ABC Book & Presentation	30%
Article Reviews	15%
Class Participation / Attendance	10%
TOTAL	100%

Grading Scale:

A	93-100	A-	90-92	B+	87-89
B	83-86	B-	80-82	C+	77-79
C	73-76	C-	70-72	D+	67-69
D	63-66	D-	60-62	F	Below 60

Attendance Policy:

According to University policy, "Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance." Reasonable accommodations are made for religious observances.

Students with Disabilities:

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), or in Jupiter - SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Honor Code:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of those ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001_Honor Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

Tentative Course Outline:

Week	Topic	Assignments
1	Why Picture Books Integrating Reading and Literacy Skills: Environmental Print Picture Books	http://www.squidoo.com/teachingwithpicturebooks Text Chapters 1 & 2
2	Integrating Reading and Literacy Skills: Alphabet Books	Text Chapter 3, 4, & 5
3	Integrating Reading and Literacy Skills: Picture Books for Ecology & Science	http://reading.ecb.org/ Text Chapter 6
4	Integrating Reading and Literacy Skills: Picture Books for Social Studies	Text Chapter 6
5	Integrating Reading and Literacy Skills: Picture Books for Biographies/Diaries/Journals	Text Chapter 7
6	Integrating Reading and Literacy Skills: Picture Books for Six Trait Writing	http://cfbstaff.cfbisd.edu/baarg/picture_books_for_teaching_six.html Select one book from each category Text Chapter 7
7	Integrating Reading and Literacy Skills: Picture Books and Mathematics	Text Chapter 8
8	Integrating Reading and Literacy Skills: Community dialogue among students and guest speakers	Text Chapter 8
9	Making Pop-Up Books for Reading and Content Learning Community dialogue among students and guest speakers.	
10	Share Web Quests and books in class Integrating Reading and Literacy Skills: The Fine Arts and Sports	Due: Picture Book Web Quest Text Chapter 9
11	Picture Books / Reading Circles Community dialogue among students and guest speakers.	Due: Article Reviews Text Chapter 9
12	Home / Community / School Partnerships to Encourage Children's Reading Community dialogue among students and guest	

Week	Topic	Assignments
	speakers.	
13	Group Presentations – Reading Skills Instructional Lessons	Due: Reading Skills Lessons
14	Individual Presentations - ABC Powerpoint to class	Due: ABC Book Powerpoint Presentation
15	ABC Powerpoint presentations continued Closure: Where do you go from here?	Presentation of books you purchased for use in your classroom.

Bibliography:

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Ansberry, K.R., & Morgan, E. (2005). *Picture-perfect science lessons: Using children's books to guide inquiry*. Arlington, VA: National Science Teachers Association.

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OCT 27 2009


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**Teaching and Learning
Department**
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Tel. 561.297.3791
Fax. 561.297.2925

October 27, 2009

Dear Dr. Webb,

Enclosed, please find a copy of the syllabus of a new course being proposed and the FAU "Graduate Programs - New Course Proposal". I would appreciate your presenting this at your next meeting in November. Dr. Ridener indicated, to me, that comments from departments were in process.

Sincerely,



Sharon Crawley

FLORIDA ATLANTIC UNIVERSITY

OCT 27 2009

UGPC APPROVAL _____
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Graduate Programs—NEW COURSE PROPOSAL

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COLLEGE OF:
Education

RECOMMENDED COURSE IDENTIFICATION:

PREFIX RED COURSE NUMBER 6318 LAB CODE (L or C) C

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PREREQUISITES W/MINIMUM GRADE: *

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

COLLEGE OF EDUCATION (GRADUATE STUDENT)

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*DEFAULT MINIMUM GRADE IS D-

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

DOCTORATE rdg.

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. Exceptional Student Education; Curriculum, Culture & Educational Inquiry; Communications Disorders; Educational Leadership; Exercise Science & Health Promotion; Counselor Education

(responded)

Sharon Crawley, crawley@fau.edu, 561-297-3875
Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

Approved by:
 Department Chair: Barbara Ridener
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____
 Dean of the Graduate College: _____

Date: 10/26/09

Syllabus—must include all details as shown in the UGPC Guidelines.
 Written Consent—required from all departments affected.
 Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Email this form and syllabus to fulks@fau.edu and equjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

PROPOSED NEW COURSE RED 6318

DEPARTMENT REVIEWS

The following departments were consulted: Exceptional Student Education; Curriculum, Culture & Educational Inquiry; Communication Sciences and Disorders; Educational Leadership; Exercise Science and Health Promotion; and Counselor Education. I received the following responses:

From: "Irene H. Johnson, PhD" <ijohnso9@fau.edu>
Date: October 27, 2009 4:11:16 PM EDT
To: Barbara Ridener <BRIDENER@fau.edu>
Subject: RE: New Course Syllabus

Hello Barbara:

The New course RED 6318 does not conflict with any courses in the Counselor Education Program.

Irene

-----Original Message-----

From: Barbara Ridener [<mailto:bridener@fau.edu>]
Sent: Tuesday, October 27, 2009 11:50 AM
To: mbrady@fau.edu; Deena Louise Wener; H. James McLaughlin; Sue Graves; Robert Shockley; ijohnso9@fau.edu
Cc: Sharon J Crawley
Subject: New Course Syllabus

Hi Everyone,

Please review the attached syllabus and let me know if you have any conflicts.

From: Mike Brady [<mailto:mbrady@fau.edu>]
Sent: Tuesday, October 27, 2009 12:22 PM
To: Barbara Ridener
Subject: RE: New Course Syllabus

I've reviewed the syllabus for RED 6318. I do not see any conflict with the curriculum or courses in the ESE Department.

Interesting course! Good luck with the class.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

-----Original Message-----

From: Barbara Ridener [<mailto:bridener@fau.edu>]
Sent: Tuesday, October 27, 2009 11:50 AM
To: mbrady@fau.edu; Deena Louise Wener; H. James McLaughlin; Sue Graves; Robert Shockley; ijohnso9@fau.edu
Cc: Sharon J Crawley
Subject: New Course Syllabus

Hi Everyone,

Please review the attached syllabus and let me know if you have any conflicts.

Thanks!

Barbara

From: H. James McLaughlin [<mailto:jmclau17@fau.edu>]
Sent: Thursday, October 29, 2009 4:20 PM
To: Barbara Ridener
Subject: Re: New Course Syllabus

Barbara:

I have gotten feedback from faculty members, and we see no conflict with this new course. Take care.

Yours,

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education Building
Florida Atlantic University
Boca Raton, FL 33431
561-297-3965