4-10-2012


University of South Florida St. Petersburg.
USF St. Petersburg
NEW Undergraduate Course Proposal Form
(non-Gen Ed)

<table>
<thead>
<tr>
<th>Date Submitted</th>
<th>Date/Term Change is Requested to Become Effective</th>
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<tbody>
<tr>
<td>11/08/2011</td>
<td>Spring / 2012</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyman Dukes</td>
<td>(727) 873 - 4991</td>
<td><a href="mailto:ldukes@mail.usf.edu">ldukes@mail.usf.edu</a></td>
</tr>
</tbody>
</table>

Do the attached changes mirror changes to USF Tampa Curriculum?  

Yes

Comments:

Description of Change (attach supporting documents if necessary):

This course is an integral part of the new BXE undergraduate degree program in the College of Education. This program is unique to the College of Education at USFSP.

Estimated Impact on University Resources:

<table>
<thead>
<tr>
<th>Library</th>
<th>None. This is only a course number change. The course currently exists.</th>
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<tbody>
<tr>
<td>Equipment</td>
<td>None. This is only a course number change. The course currently exists.</td>
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<tr>
<td>Faculty/Staff</td>
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</tr>
<tr>
<td>Other</td>
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**APPROVALS** (if Disapprove, Note and attach Comments)

<table>
<thead>
<tr>
<th>Title (print name)</th>
<th>Signature</th>
<th>Approve</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Chair, College Academic Programs Comm.</td>
<td>Bonnie E. Tainscough</td>
<td>Yes / No</td>
<td>12/12/11</td>
</tr>
<tr>
<td>College Dean</td>
<td>Vivian Fuego</td>
<td>Yes / No</td>
<td>12/12/11</td>
</tr>
<tr>
<td>Chair, USFSP UGC Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USFSP Regional V.C. Academic Affairs</td>
<td>Norine E. Noonan</td>
<td>Yes / No</td>
<td>1/19/12</td>
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USFSP NEW Undergraduate Course Proposal Form (non-Gen Ed)

1. Department and Contact Information

<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
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<tbody>
<tr>
<td>Childhood Education</td>
<td>EP-SP Education</td>
<td>USF01STP 511721 1000000000000</td>
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</table>

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2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
</tr>
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<tbody>
<tr>
<td>EDG</td>
<td>4378</td>
<td>Literacy/Literature and Social Studies/ESE for All Children</td>
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<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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<tbody>
<tr>
<td>4</td>
<td>Class Lecture</td>
<td>Regular</td>
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<table>
<thead>
<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
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<tbody>
<tr>
<td>60</td>
<td>Literacy/Lit/Social Studies</td>
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3. Prerequisites - None

4. Co-requisites

<table>
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5. Registration Restrictions

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<tr>
<td>College</td>
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<tr>
<td>Major</td>
<td>Include BXE Majors only</td>
</tr>
<tr>
<td>Class Level</td>
<td></td>
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6. Course Description (255 character maximum for state submission)

The purpose of this course is to extend competency in teaching through an integrated approach integrating literacy, literature, and social studies for all students.
7. Gordon Rule

<table>
<thead>
<tr>
<th>Does this course meet the <strong>writing</strong> portion of the Gordon Rule?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you indicated &quot;yes&quot; above, specify how the 6,000 words will be covered (exams, papers).</td>
<td></td>
</tr>
<tr>
<td>Does this course meet the <strong>computation</strong> portion of the Gordon Rule?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

8. Justification

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

This course is part of a new degree program that integrates Elementary Education and Exceptional Student Education competencies. It is necessary for certification in Elementary Education and Exceptional Student Education as well as for our teacher candidates to acquire reading and ESOL endorsements from the state of Florida.

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

This course integrates methods for teaching ESE students literacy and engages pre-service teachers in methods for instructing literacy and literature in the context of social studies content.

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

This course is part of the required sequence in the approved integrated Bachelor’s of Science in Education.

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


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

It will be offered each semester with anticipated enrollment similar to the past two years.

f. What effect will this new course have on the program (major, minor, cognate, etc.)?

This is a required course in the BXE degree program.

g. What effect will this new course have on the students currently in the program?

There will be no effect on current or future students because this is a required course for an active degree program and it is not replacing any other course.

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

A Masters degree and at least 18 credit hours in the discipline are required.
9. Other Course Information

A. Objectives

1. Demonstrate an understanding of the similarities and differences in the literacy processes of beginning, skilled, remedial, and second language readers. FEAP 8; SLO 1; FEC 60.1; RC 4.2, 4.3, 4.4, 4.6, 4.7; ESOL PS 5

2. Give explanations of the factors that cause reading difficulties and how each impacts decision-making about instruction. FEAP 7, 8; SLO 1, 8; FEC 60.2, 6 RC 1.2, 1.F.3, 4.1, 4.5, 5.3

3. Identify guidelines for developing literacy with intermediate level at-risk students who have varied ability levels and culturally diverse backgrounds. FEAP 8, 10; SLO 1; ESE 61.3; RC 5.1-11; ESOL PS 4

4. Explain the characteristics of formal and informal assessment and describe the role of different assessment methods for determining student’s performance in literacy and the accommodations needed for ESOL students. FEAP 1, 8; SLO 1, 4, 8; FEC 60.5, 6; RC 3.1-7, 4.10; ESOL PS(s) 14, 19

5. Describe instructional strategies and identify materials for facilitating fluency, comprehension, vocabulary, and questioning techniques with all learners, including ESOL students. Present the strategy developed. FEAP 2, 8; SLO 1, 4, 8; FEC 60.2; RC 1.D.1, 1.D.2, 1.E.1, 2.C, 2.D, 2.E, 2.F.1-3, 5.1; ESE 61.3

6. Demonstrate the ability to diagnose reading problems. FEAP 1, 7, 8; SLO 1, 4, 8; FEC 60.6; RC 3.6-10

7. Be able to identify a student’s reading instructional level using an informal reading Inventory. FEAP 1, 7; SLO 1, 4, 8; FEC 60.6; RC 3.12, 5.13, 6.3, 6.6, 6.7, 6.8, 6.9, 6.11; If completed with an ESOL student ESOL PS(s) 5, 6, 8, 9, 10, 11, 15, 18, 19, 20, 21

8. Demonstrate an understanding of the following genres in children’s literature: Realistic Fiction, Informational Texts, some Poetry, Historical Fiction, and Biography. FEAP 8; SLO 1; FEC 60.4; RC 2.F.4 Other literary genres are covered in LIT3XXX.

9. Identify techniques and strategies that allow students to respond to literature in a variety of ways. FEAP 8; SLO 1; FEC 60.4; RC 2.F.4

10 Identify the terminology and appropriate use of literary devices. FEAP 8; SLO 1; FEC 60.4

11 Explain strategies for developing students’ (including ESOL students) ability to read

for information in content text having varied expository structures. FEAP 8; SLO 1; FEC 60.2; RC 1.E.3; 6.1, 5.7-11; ESOL PS(s) 12

12. Explore and describe similarities and differences in the way societies and cultures in different geographical areas address human needs and concerns. FEAP 5, 8; SLO 3, 4, 5; FEC 60.14; ESOL PS(s) 2, 3, 4, 12, 13, 23.

13. Demonstrate knowledge of facts and concepts drawn from history to inform decision making about public issues and an understanding that people in different times and places view the world differently. FEAP 5, 8; SLO 1, 5; FEC 60.13, 14; ESOL PS(s) 2, 3

14. Examine the interactions of human beings and their physical environment and the changes over time of our varying land forms. FEAP 8; SLO 1; FEC 60.14

15. Describe the unique features of ones nuclear and extended families and how that contributes to individual development and identity. FEAP 5, 7; SLO 3, 4, 5; FEC
16. Explain the types and purpose of governments and citizenship. FEAP 8; SLO 1; FEC 60.15

17. Identify the ways that limited resources affect the choices made by governments and individuals. FEAP 8; SLO 1; FEC 60.16

18. Describe the changes in values, beliefs and attitudes that have resulted from new scientific and technological knowledge. FEAP 8, 12; SLO 1, 2; FEC 60.14

19. Practice strategies to integrate NCSS themes in lesson development and delivery, including modifications for ELLs at various proficiency levels. FEAP 3, 4; SLO 2, 6; ESOL 12, 16, 17

20. Candidates will demonstrate an understanding of the IFSP, IEP and ITP, the ethical practices involved in IEP development, and how it applies to literacy and social studies. FEAP 5, 6, 8; SLO 1, 5, 7; FEC 60.6, 17; ESE 61.1, 61.2, 61.6

21. Candidates will demonstrate an ability to design effective instruction to accommodate students with disabilities across the life span including severity range and the use of technology within the area of literacy and social studies. FEAP 5, 8, 10, 12; SLO 1, 2, 4, 5; FEC 60.6, 17; ESE 61.3, 5, 6, 7

22. Candidates will understand the ethical practices in the development of accommodations/modifications and differentiated grouping including the use of technology for students with disabilities within the area of literacy and social studies. FEAP 6, 12; SLO 2, 7; FEC 60.6, 17; ESE 61.2, 61.3

23. Candidates will understand the role of families and other professionals in the development of accommodations/modifications including technology for students with disabilities within the area of literacy and social studies. FEAP 7, 11; SLO 2, 5; FEC 60.6, 17; ESE 61.3, 61.4, 61.7

B. Learning Outcomes

- Florida Educator Accomplished Practice 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
- Florida Elementary Competencies 60.1, 2, 4, 5, 6, 14, 15, 16, 17
- Student Learning Outcome 1, 2, 3, 4, 5, 6, 7, 8
- English for Speakers of Other Languages Performance Standards 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23
- ESOL Competencies 2, 3, 4, 6, 8, 9
- Exceptional Student Education Competencies 61.2, 61.3, 61.4, 61.5, 61.6, 61.7

a. Major Topics

- The nature of reading/schema theory.
- Understanding the literacy process.
- Principles of diagnosis.
- Teaching reading to the intermediate ESOL student.
- Importance of the affective domain.
- Causes of reading difficulties.
- Informal Reading Inventory.
- Strategies and procedures for assessing reading ability.
- Diagnosis of reading problems.
- Strategies that instruct reading for the intermediate student.
- Questioning techniques/meta cognition.
- Comprehension assessment and instruction.
- Reading in content areas.
- Study skills.
- Expository text structures and the use of advance organizers.
- Vocabulary assessment/instruction.
- Formal and informal assessment.
- Basic test concepts.
- Interpretation and evaluation of standardized tests.
- Developing an intermediate literacy program including reading strategies for ESOL students.
- Identify the characteristics and elements of literacy genres
- Writing in response to literature
- Goals and philosophy of social studies
- NCSS interdisciplinary themes and Florida Sunshine Standards
- Culture and cultural diversity
- People, places, and environment
- Individual groups and institutions Power, authority, and governance
- Economics: production, distribution, consumption
- Global connections: science, technology and society
- Instructional and assessment strategies to teach integrated social studies with modifications for ESOL and special needs students
- Knowledge of time, continuity and change
- Knowledge of our government and the three branches and these interdependences
- The implementation of the IFSP, IEP, ITP in classroom instruction
- Accommodations, modifications including technology to provide instruction for a wide range of abilities/disabilities and age ranges
- Differentiated grouping for instruction to accommodate a wide range of abilities/disabilities and age ranges
- Involving families in the instructional practices to accommodate a wide range of abilities/disabilities and age ranges

b. Textbooks

Tomkins, G. (2010). Literacy in the Middle Grades: Teaching Reading and Writing to Fourth Through Eighth Graders


10. Proposed UG Catalog Language

11. Syllabus

Please provide the syllabus with this form when the course is approved for submission. The syllabus must follow the 'Master Course Syllabus' format (including SLO, description, etc.).
EDG 4378 - Literature/Literacy & Social Studies/ESL for all Children

Instructor: Coquina Hall

Office Hours: Coquina Hall 215

(Other times by appointment)

Course Description
The purpose of this course is to extend competency in teaching through an integrated approach integrating literacy, literature, and social studies for all students.

Summary Standards and Student Learning Outcomes Covered in this Course:
- Florida Educator Accomplished Practice 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
- Florida Elementary Competencies 60.1, 2, 4, 5, 6, 14, 15, 16, 17
- Student Learning Outcome 1, 2, 3, 4, 5, 6, 7, 8
- English for Speakers of Other Languages Performance Standards 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23
- ESOL Competencies 2, 3, 4, 6, 8, 9
- Exceptional Student Education Competencies 61.2, 61.3, 61.4, 61.5, 61.6, 61.7

Course Objectives and Standards Addressed

1. Demonstrate an understanding of the similarities and differences in the literacy processes of beginning, skilled, remedial, and second language readers. FEAP 8; SLO 1; FEC 60.1; RC 4.2, 4.3, 4.4, 4.6, 4.7; ESOL PS 5
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3. Identify guidelines for developing literacy with intermediate level at-risk students who have varied ability levels and culturally diverse backgrounds. FEAP 8, 10; SLO 1; ESE 61.3; RC 5.1- 11; ESOL PS 4
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6. Demonstrate the ability to diagnose reading problems. FEAP 1, 7, 8; SLO 1, 4, 8; FEC 60.6; RC 3.6.10
7. Be able to identify a students’ reading instructional level using an informal reading Inventory. FEAP 1, 7; SLO 1, 4, 8; FEC 60.6; RC 3.12, 5.13, 6.3, 6.6, 6.7, 6.8, 6.9, 6.11; If completed with an ESOL student ESOL PS(s) 5, 6, 8, 9, 10, 11, 15, 18, 19, 20, 21
8. Demonstrate an understanding of the following genres in children’s literature: Realistic Fiction, Informational Texts, some Poetry, Historical Fiction, and Biography. FEAP 8; SLO 1; FEC 60.4; RC 2.F.4 Other literary genres are covered in LITXXX.
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11. Explain strategies for developing students’ (including ESOL students) ability to read for information in content text having varied expository structures. FEAP 8; SLO 1; FEC 60.2; RC 1.E.3; 6.1, 5.7-11; ESOL PS(s) 12
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17. Identify the ways that limited resources affect the choices made by governments and individuals. FEAP 8; SLO 1; FEC 60.16
18. Describe the changes in values, beliefs and attitudes that have resulted from new scientific and technological knowledge. FEAP 8, 12; SLO 1, 2; FEC 60.14
19. Practice strategies to integrate NCSS themes in lesson development and delivery, including modifications for ELLs at various proficiency levels. FEAP 3, 4; SLO 2, 6; ESOL 12, 16, 17
20. Candidates will demonstrate an understanding of the IFSP, IEP and ITP, the ethical practices involved in IEP development, and how it applies to literacy and social studies. *FEAP 5, 6, 8; SLO 1, 5, 7; FEC 60.6, 17; ESE 61.1, 61.2, 61.6*

21. Candidates will demonstrate an ability to design effective instruction to accommodate students with disabilities across the life span including severity range and the use of technology within the area of literacy and social studies. *FEAP 5, 8, 10, 12; SLO 1, 2, 4, 5; FEC 60.6, 17; ESE 61.3, 5, 6, 7*

22. Candidates will understand the ethical practices in the development of accommodations/modifications and differentiated grouping including the use of technology for students with disabilities within the area of literacy and social studies. *FEAP 6, 12; SLO 2, 7; FEC 60.6, 17; ESE 61.2, 61.3*

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Course Content

- The nature of reading/schema theory.
- Understanding the literacy process.
- Principles of diagnosis.
- Teaching reading to the intermediate ESOL student.
- Importance of the affective domain.
- Causes of reading difficulties.
- Informal Reading Inventory.
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- Basic test concepts.
- Interpretation and evaluation of standardized tests.
• Developing an intermediate literacy program including reading strategies for ESOL students.
• Identify the characteristics and elements of literacy genres
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• Goals and philosophy of social studies
• NCSS interdisciplinary themes and Florida Sunshine Standards
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• Instructional and assessment strategies to teach integrated social studies with modifications for ESOL and special needs students
• Knowledge of time, continuity and change
• Knowledge of our government and the three branches and these interdependences
• The implementation of the IFSP, IEP, ITP in classroom instruction
• Accommodations, modifications including technology to provide instruction for a wide range of abilities/disabilities and age ranges
• Differentiated grouping for instruction to accommodate a wide range of abilities/disabilities and age ranges
• Involving families in the instructional practices to accommodate a wide range of abilities/disabilities and age ranges

Required Texts

Tomkins, G. (2010). Literacy in the Middle Grades: Teaching Reading and Writing to Fourth Through Eighth Graders


Learning Activities:
Lecture, tests, class discussions, reading of assigned materials, classroom assignments

Course Requirements:
In addition to regular class attendance and participation and the reading of assigned text materials, the following assignments must be completed by each student

Assignment #1 - Reading Lessons 1&2 - Field Experience
For a grade level of your choice, choose a children’s story that is either historical fiction, biography or realistic fiction and do the following:

1. Provide the title, author, publisher and copyright date.

2. Practice two of the following instructional strategies. (For at least one of these instructional strategies, work with an ELL or language minority student):

a. Summarizing: Direct a student to summarize the main ideas of two or three informative passages. Score the summaries using the rubric given to you

b. Repeated Readings: Select a reading passage of about 100 words. Direct two or three students in a repeated reading activity to develop reading fluency and record the results. Write a summary of your procedure and findings. Your summary must include each student’s error rate and speed.

c. Narrative Retelling: Select a narrative passage containing the five story elements. Administer an oral retelling to two students based. Determine each student’s instructional level. Write a summary of your procedures and include suggestions for instruction

d. Develop a literature Circle Lesson: Use it with a group of at least three students. Record students’ responses using a tape recorder or video (obtain permission). Write an analysis of your assessment of each student’s comprehension. Explain how you would develop the next lesson, including any changes in instruction to enhance each student’s achievement.

The student should be at the intermediate level. Write a lesson plan for each strategy that includes a summary of your procedures. Also write a reflection of your experiences and include a brief discussion of how these activities can be used with or adapted for ESOL students at the four levels of fluency of second language learners.
Further information will be given in class and posted on Blackboard under the “Lesson Plan” tab

FEAP 1; SLO 8; FEC 60.6; 3.1, 4.1, 4.5, 5.3p
FEAP 1; SLO 8; FEC 60.6; 3.1, 4.1, 4.5, 5.3p

Assignment #2 ESOL Website Activity
Select a website with lesson plans for improving oral language skills and pronunciation or word work, including building knowledge of affixes and roots in second language learners of English at intermediate grades. Print out a copy of appropriate lesson plans and use the material to develop your own lesson plan based on the website activities. Include a 1-2 page typed discussion of when and how you could use the lessons in your teaching and the level of language fluency for which the lesson plan is appropriate. You will post the website information and a brief description and/or title of the site to Blackboard to compile master list of all websites.

Further information will be given in class and posted on Blackboard under the “ESOL Website” tab

Assignment 3: - Article Review
From the list of articles provided (refer BlackBoard), choose one article (related to teaching social studies to ESOL students) and do the following:

a. On the front of a 5x8 index card type a narrative review of the article (no bullets or quotations!)
b. On the other side of the card list your reaction to the article (at least six reaction statements - no unanswered questions or quotations!)
c. Submit a copy of the article, with the above, for a grade.

Assignment #4 - Visit to Community Resource

Each student will visit a community resource which can enhance the social studies curriculum. It can be wherever you would take children on a field trip (K-6). Be prepared to share orally as well as hand in a report of your visit and recommendations. Your one- to two- page report should include, but not be limited to the following information:

a. Cost of visit
b. Timetable
c. Number of children allowed per visit
d. Site location
e. Pamphlets/handouts related to site
f. Other pertinent information
g. One-page reflection on your visit
Assignment #5 - Unit/Lesson Plans for students with disabilities.

Develop a week long unit/lesson plan in social science based on the Case Study of a student with a disability. The unit/lesson plan must include use of appropriate technology and the following components (ESE 61.7)
   a) Application of IFSP/IEP/ITP objectives
   b) accommodations and or modifications as appropriate
   c) differentiated grouping as appropriate
   d) involvement of the family as appropriate

FEAP 6, 8, 10, 11; SLO 1, 2; FEC 60.2 or 60.13-17; EXE 61.3, 7; RC 2.F.1, 4.10, 5.2, 5.9, 5.11, 6.1

Further information will be given in class

Assignment # 6 - Cultural Activity - Lesson Plan

Find a game specific to a culture/country and write a lesson plan which you would use to teach your lesson (using a step-by-step approach).

Your lesson plan must include the following:

2. Indicate 2-4 Sunshine State Standards for Social Studies, that are related to your activity

3. Indicate:
   a. Culture/country represented
   b. The age/grade level to which you plan to teach the lesson

4. a. Objective - what you want children to gain from this lesson
   b. Materials - list of materials to be used with/during the activity
   c. Method/Procedure - step-by-step procedure you will use to teach the lesson
   d. Evaluation of the activity - must match your objective
   e. Follow-Up activity - what activity will you use to expand learning of the activity you just taught

4. Indicate how you would modify your plan for ESOL students at the following level (Choose either A or B):
   a. Preproduction and speech emergence levels or
   b. Early production and intermediate fluency levels.
5. Provide a copy of the directions for your activity to each member of the class. (Do not distribute your ungraded lesson plan to your classmates).

6. You must include, in the lesson plan, at least four questions that you will ask your students during the teaching of the lesson.

7. Note: It is not necessary to include Guided Practice and Independent Practice. However, you must respond to each item above in the order indicated.

FEAP 2, 4, 5, 10; SLO 1, 3, 4, 5, 8; FEC 60.2; RC 1.D.1, 1.D.2, 1.E.1, 1.E.3, 1.F.4, 2.D, 2.F.2, 4.3, 4.7, 5.7, 5.8, 5.10, 6.11; ESOL PS(s) 4, 5, 6, 8, 9, 11, 13, 15, 16, 17, 18; ESE 61.3

Assignment #7 - Presentations - Topics that Support Literacy/Literature and Social Studies

(Further information will be given in class)

Literature Circles and Discussion Board:
You will be participating in literature circles in class and in a discussion board format. The book you will be reading is Roll of Thunder, Hear My Cry. Please DO NOT read ahead of the dates that will be given to you. You will also be required to complete several activities relating to the Gunning book using Discussion Board (Blackboard)

Due dates and further information will be given about these in class

Note:
Each Candidate prepares a portfolio as part of the final exit requirements from the program. This portfolio is recorded in the CDN and organized by the program outcomes and Florida Educator Accomplished Practices, the state standards for educators. Assignments specifically designed to address outcomes for the CDN are labeled in this syllabus. Candidates are encouraged to upload assignments and annotations to the CDN every semester of their program.

Attendance:
The number of unexcused absences allowed is the same as the number of times this class meets per week. Ten points will be deducted from the final grade for each additional unexcused absence

Grading criteria:
Assignment #1 - Reading Lessons 1 & 2 Field Exp.1 5 pts
Assignment #2 - ESOL Website Activity 2 pts
Articles in class 1 pt
Discussion Board Chapters 3 pts
Literature Circles 2 pts
ARI 7 pts
Assignment #3 - Article Review 5 pts.
Assignment #4 - Visit Community Resource 5 pts.
Assignment #5 - Unit/Lesson Plan 10 pts
Assignment #6 - Cultural Activity - Lesson plan 5 pts.
Mid-Term 10 pts.
Assignment #7 - Presentation 10 pts.
Final Exam - Time Line 10 pts
Final Exam 20 pts
Participation and attendance 5 pts

Total 100 pts.

Grading Scale

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<tr>
<td>D-</td>
<td>60-61</td>
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</tbody>
</table>

F= Fail - Below 60 points

Note the following:
1. All assignments must be typed on a word processor.
2. Late assignments will not be accepted.
3. All Social Studies assignments must be submitted as a hard copy. Do not send by e-mail.

Policy Regarding Disability

Please notify the professor within the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Student Disability Services Office must accompany the request.

Policy Regarding Religious observances

Students who anticipate the necessity of being absent from class due to the
observation of a major religious observance must provide notice of the dates to the instructor, in writing, by the second class meeting.
Instructors:
Assignment # 7: Group Research and Presentation

The purpose of this assignment is to research, describe and analyze specific topics related to the teaching of social studies. Your comprehensive report should include, but not be limited to the following:

a. Background/history (how topic originated, etc.)
b. Description of your topic (explain what items look like, etc.)
c. Impact on Social Studies (ways in which your topic can be used in social studies)
d. Role of the teacher
e. Role of the students
f. Typical classroom materials that can be used to support this topic
g. Rules and procedures that apply to good classroom management (e. g. group work, etc.)

**** A bibliographic handout of at least six items is to be provided to each member of the class****

NOTE:

Your presentation should include at least six visual aids such as books, posters, charts, excerpts from video tapes, pamphlets and other supporting materials.

Your grade will be based on the following:
-correct research information
-knowledge of the material presented
-presentation of material (organized, appearance, voice, etc.)
-visual aids (at least six different formats).

Visual aids such as posters, charts, etc., are expected to be well made, with legible print.

EDG 4378
EDG 4378 - Literacy/Literature/Social Studies

Assignment # 7 - Presentation

Enter your name next to the date on which you would like to present your topic. There should be no more than *three* names(s) for each date.

<table>
<thead>
<tr>
<th>Date</th>
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<td>Realia as a Support for Social Studies</td>
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<td>Effective Use of Murals in Social Studies/Literacy</td>
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<td>Using <em>Book Talks</em> to Support Literacy in Social Studies</td>
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<td><strong>Jackdaws: Bringing the Social Studies/Literature Curriculum to Life</strong></td>
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<tr>
<td><strong>Technology As A Support for Literacy/Social Studies</strong></td>
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</table>
EDG 4378 Literacy/Literature/Social Studies

Assignment #2 - Visit Community Resource

Below, enter your name and the community resource you plan to visit.

<table>
<thead>
<tr>
<th>Name</th>
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EDG – 4378 - Literacy/Literature & Social Studies/ESE for all Children

Instructor:
Telephone Coquina Hall 215
Office Hours: (Other times by appointment)

Instructor:
E- Mail: 
Office Hours: By appointment

Instructor:
E-Mail: 
Office Hours: By appointments

Meetings: Tuesdays
Room: Davis 232

Introduction/Overview syllabus, etc
Social Studies Education: What and Why? (Parker Chapter 1)

Activity: Knapsack

Knowing the Children We Teach - (Parker Chapter 2)
Democratic Citizenship Education (Parker Chapter 3)

Presentation: Realia for Social Studies

Chapter 1- Becoming an Effective Literacy teacher

Principle 5 - Modeled Reading & Writing
Shared Reading and Writing
Guided Reading & Writing
Independent Reading & Writing

Principle 6 - Literature Circles
Reading Workshop
Writing Workshop

Chapter - 3 - Assessing Literacy Learning

Due: two articles that were assigned on Blackboard

Chapter 4 - Ways to Differentiate Instruction
Grouping
Text Sets of Reading Materialities
Tiered Activities
Literacy Centers
Differentiated Projects
Chapter 5 - Eliminating Obstacles to Fluency
   Reciprocal Teaching
Due: Assignment #2 ESOL Website Lesson Plan

Chapter 6 - Expanding Academic Vocabulary
Chapter 7 - Promoting Comprehension: Reader Factors
Chapter 8 - Promoting Comprehension: Text Factors
Due: Assignment #1 - Reading Lesson Plan - Field Experience

Assessing Student Learning (Parker - Chapter 7)
Four Great Resources - (Parker - Chapter 10)
Presentation: Effective Use of Murals in Social Studies/Literacy
Due: Assignment #3 - Article Review

Mid-Term
Powerful Social Studies Tools: Time Lines, Maps, Globes, Charts (Parker - Chapter 5)
Presentation: Using Book Talks to Support Literacy in Social Studies

Chapter 10 - Implementing Reading & Writing Workshop
Chapter 11 - Teaching With Text Books
Chapter 12 - Using Literacy in Content Areas
Due: ARI Project

Planning Units, Lessons and Activities - (Parker - Chapter 8)
Presentation: Dioramas as a Culminating Experience in Social Studies/Literature
Due: Assignment #4 - Visit - Community Resource

Implementing IFSP, IEP and ITP in classroom instruction

Accommodations, modifications - including technology - to provide instruction for students with varying abilities/disabilities and age ranges.

Differentiated grouping for instruction to accommodate a wide range of abilities/disabilities and age ranges

Involving families in the instructional practices to accommodate a wide range of abilities/disabilities and age ranges

Current Events and Public Issues - (Parker - Chapter 6)
The Literacy- Social Studies Connection (Parker - Chap. 12)
Due: Assignment #5 - Cultural Activity: Lesson Plan
Social Studies as An Integrating Core (Parker - Chapter 13)
**Presentation:** Jackdaws: Bringing the Social Studies/Literature Curriculum to Life

**Due:** Assignment #7 - Unit/Lesson Plans - Students with Disabilities
(ESE Assignment)

**Due:** Final Exam Part A - Personal Time Line
**Presentation:** Technology As A Support for Literacy/Social Studies
**Final Exam - Part B**
The College of Education seeks to prepare exemplary teachers and other educational personnel for roles in a diverse and changing society. It promotes life long learning, is committed to stewardship that reflects the ethics of community responsibility, and continually strives to meet the educational needs of all learners.

Three major themes summarize candidate outcomes and dispositions: Knowledgeable Professionalism, Reflective Teaching, and Collaborative Leadership. The philosophy of the College of Education comprises five core values, which frame the curriculum and align the unit's instruction, clinical practice, field experiences, assessment, and evaluation. They are: diversity, collaboration with our professional partners, a culture of inquiry, ethical behavior and high academic standards.
USF ST. PETERSBURG - NEW COURSE PROPOSAL SUBMITTED

TRACKING NUMBER: 122     DATE/TIME: 2012-01-31 15:36:07.0

1. Department and Contact Information

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<tr>
<td>crossman</td>
<td>7278734143</td>
<td><a href="mailto:crossman@usfsp.edu">crossman@usfsp.edu</a></td>
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2. Course Information

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<tr>
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<td>4378</td>
<td>Literacy/Literature and Social Studies/ESE</td>
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Is the course title variable?  N
Is a permit required for registration?  N
Are the credit hours variable?  N

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<td>Regular</td>
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Abbreviated Title (30 characters maximum)
Literacy/Lit/Social Studies

Prerequisites

Corequisites

Co-Prerequisites
Registration Restrictions College=EP, Major=BXE

Course Description
The purpose of this course is to extend competency in teaching through an integrated approach integrating literacy, literature, and social studies for all students.

3. Gordon Rule

Does this course meet the writing portion of the Gordon Rule?
N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).
N/A

Does this course meet the computation portion of the Gordon Rule?
N

4. Justification

http://www.ugs.usf.edu/ugc/Proposals/STP/newinsert.cfm
A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
This course is part of a new degree program that integrates Elementary Education and Exceptional Student Education competencies. It is necessary for certification in Elementary Education and Exceptional Student Education as well as for our teacher candidates to acquire reading and ESOL endorsements from the state of Florida.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?
This course integrates methods for teaching ESE students literacy and engages pre-service teachers in methods for instructing literacy and literature in the context of social studies content.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?
This course is part of the required sequence in the approved integrated Bachelor’s of Science in Education.

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

E. How frequently will the course be offered? What is the anticipated enrollment?
It will be offered each semester with anticipated enrollment similar to the past two years.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)
no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
A Masters degree and at least 18 credit hours in the discipline are required.

5. Other Course Information

A. Objectives
Demonstrate an understanding of the similarities and differences in the literacy processes of beginning, skilled, remedial, and second language readers. FEAP 8; SLO 1; FEC 60.1; RC 4.2, 4.3, 4.4, 4.6, 4.7; ESOL PS 5 2. Give explanations of the factors that cause reading difficulties and how each impacts decision-making about instruction. FEAP 7, 8; SLO 1, 8; FEC 60.2, 6 RC 1.A.2, 1.F.3, 4.1, 4.5, 5.3 3. Identify guidelines for developing literacy with intermediate level at-risk students who have varied ability levels and culturally diverse backgrounds. FEAP 8, 10; SLO 1; ESE 61.3; RC 5.1- 11; ESOL PS 4 4. Explain the characteristics of formal and informal assessment and describe the role of different assessment methods for determining student’s performance in literacy and the accommodations needed for ESOL students. FEAP 1, 8; SLO 1, 4, 8; FEC 60.5, 6; RC 3.1-7, 4.10; ESOL PS(s) 14, 19 5. Describe instructional strategies and identify materials for facilitating fluency, comprehension, vocabulary, and questioning techniques with all learners, including ESOL students. Present the strategy developed. FEAP 2, 8; SLO 1, 4, 8; FEC 60.2; RC 1.D.1, 1.D.2, 1.E.1, 2.C, 2.D, 2.E, 2.F.1-3, 5.1; ESE 61.3 6. Demonstrate the ability to diagnose reading problems. FEAP 1, 7, 8; SLO 1, 4, 8; FEC 60.6; RC 3.6-10 7. Be able to identify a students’ reading instructional level using an informal reading Inventory. FEAP 1,, 7; SLO 1, 4, 8; FEC 60.6; RC 3.12, 5.13, 6.3, 6.6., 6.7, 6.8, 6.9, 6.11; If completed with an ESOL student ESOL PS(s) 5, 6, 8, 9, 10, 11, 15, 18, 19, 20, 21 8. Demonstrate an understanding of the following genres in children’s literature: Realistic Fiction, Informational Texts, some Poetry, Historical Fiction, and Biography. FEAP 8; SLO 1; FEC 60.4; RC 2.F.4 Other literary genres are covered in LIT3XXX. 9. Identify techniques and strategies that allow students to respond to literature in a variety of ways. FEAP 8; SLO 1; FEC 60.4; RC 2.F.4 10 Identify the terminology and appropriate use of literary devices. FEAP 8; SLO 1; FEC 60.4 11 Explain strategies for
developing students' (including ESOL students) ability to read for information in content text having varied expository structures. FEAP 8; SLO 1; FEC 60.2; RC 1.E.3; 6.1, 5.7-11; ESOL PS(s) 12 12. Explore and describe similarities and differences in the way societies and cultures in different geographical areas address human needs and concerns. FEAP 5, 8; SLO 3, 4, 5; FEC 60.14; ESOL PS(s) 2, 3, 4, 12, 13, 23, 13. Demonstrate knowledge of facts and concepts drawn from history to inform decision making about public issues and an understanding that people in different times and places view the world differently. FEAP 5, 8; SLO1, 5; FEC 60.13, 14; ESOL PS(s) 2, 3 14. Examine the interactions of human beings and their physical environment and the changes over time of our varying land forms. FEAP 8; SLO 1; FEC 60.14 15. Describe the unique features of ones nuclear and extended families and how that contributes to individual development and identity. FEAP 5, 7; SLO 3, 4, 5; FEC 60.14 16. Explain the types and purpose of governments and citizenship. FEAP 8; SLO 1; FEC 60.15 17. Identify the ways that limited resources affect the choices made by governments and individuals. FEAP 8; SLO 1; FEC 60.16 18. Describe the changes in values, beliefs and attitudes that have resulted from new scientific and technological knowledge. FEAP 8, 12; SLO 1, 2; FEC 60.14 19. Practice strategies to integrate NCSS themes in lesson development and delivery, including modifications for ELLs at various proficiency levels. FEAP 3, 4; SLO 2, 6; ESOL 12, 16, 17 20. Candidates will demonstrate an understanding of the IFSP, IEP and ITP, the ethical practices involved in IEP development, and how it applies to literacy and social studies. FEAP 5, 6, 8; SLO 1, 5, 7; FEC 60.6, 17; ESE 61.1, 61.2, 61.6 21. Candidates will demonstrate an ability to design effective instruction to accommodate students with disabilities across the life span including severity range and the use of technology within the area of literacy and social studies. FEAP 5, 8, 10, 12; SLO 1, 2, 4, 5; FEC 60.6, 17; ESE 61.3,6,7 22. Candidates will understand the ethical practices in the development of accommodations/modifications and differentiated grouping including the use of technology for students with disabilities within the area of literacy and social studies. FEAP 6, 12; SLO 2, 7; FEC 60.6, 17; ESE 61.2, 61.3 23. Candidates will understand the role of families and other professionals in the development of accommodations/modifications including technology for students with disabilities within the area of literacy and social studies. FEAP 7, 11; SLO 2, 5; FEC 60.6, 17; ESE 61.3, 61.4, 61.7

B. Learning Outcomes

• Florida Educator Accomplished Practice 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12 • Florida Elementary Competencies 60.1, 2, 4, 5, 6, 14, 15, 16, 17 • Florida Reading Endorsement Competencies RC 1.A.2, 1., 1.D.1, 1.D.2, 1.E.1, 1.E.3, 1.F.3, 2.C, 2.D, 2.E, 2.F.1-4, 3.1-10, 3.12, 4.1-7, 4.10, 5.1-11, 5.13, 6.3, 6.6, 6.7, 6.8, 6.9, 6.11 • Student Learning Outcome 1, 2, 3, 4, 5, 6, 7, 8 • English for Speakers of Other Languages Performance Standards 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23 • ESOL Competencies 2, 3, 4, 6, 8, 9 • Exceptional Student Education Competencies 61.2, 61.3, 61.4, 61.5, 61.6, 61.7

C. Major Topics

The nature of reading/schema theory. • Understanding the literacy process. • Principles of diagnosis. • Teaching reading to the intermediate ESOL student. • Importance of the affective domain. • Causes of reading difficulties. • Informal Reading Inventory. • Strategies and procedures for assessing reading ability. • Diagnosis of reading problems. • Strategies that instruct reading for the intermediate student. • Questioning techniques/meta cognition. • Comprehension assessment and instruction. • Reading in content areas. • Study skills. • Expository text structures and the use of advance organizers. • Vocabulary assessment/instruction. • Formal and informal assessment. • Basic test concepts. • Interpretation and evaluation of standardized tests. • Developing an intermediate literacy program including reading strategies for ESOL students. • Identify the characteristics and elements of literacy genres • Writing in response to literature • Goals and philosophy of social studies • NCSS interdisciplinary themes and Florida Sunshine Standards • Culture and cultural diversity • People, places, and environment • Individual groups and institutions Power, authority, and governance • Economics: production, distribution, consumption • Global connections: science, technology and society • Instructional and assessment strategies to teach integrated social studies with modifications for ESOL and special needs students • Knowledge of time, continuity and change • Knowledge of our government and the three branches and these interdependences • The implementation of the IFSP, IEP, ITP in classroom instruction • Accommodations, modifications including technology to provide instruction for a wide range of abilities/disabilities and age ranges • Differentiated grouping for instruction to accommodate a wide range of abilities/disabilities and age ranges • Involving families in the instructional practices to accommodate a wide range of abilities/disabilities and age ranges

http://www.ugs.usf.edu/ugc/Proposals/STP/newinsert.cfm

1/31/2012
D. Textbooks

6. Syllabus (Anatomy of a Syllabus)

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

7. Liberal Arts Certification

General Course Requirements
- N/A

Exit Requirements
- N/A

Skills and Dimensions
- N/A
**USF St. Petersburg - NEW Undergraduate Course**

**EDG 4376 – Literacy/Literature & Social Studies/ ESE for all Children**

**Effective Term 201205**

**Banner Documentation**

### Base Course Record (SCACRSE)

| Subject: | EDG | Education: General |
| Course Title: | Literacy/Lit/Social Studies |

### Course Details

| From Term: | 201205 |
| From: | Copy |
| To Term: | 999999 |

#### Course Title: Literacy/Lit/Social Studies

**College:** EP | Education USFSP

**Division:** ED | Childhood Ed & Literacy Studies

**Status:** A | Active

**Approval:**

**CIP:** 130101 | Special Education, General

**Prerequisite Waiver:**

**Duration:**

- Continuing Education:
- Tuition Waiver:
- Additional Fees:

**Prerequisite Check Method:** Basic or None, CAPP, DegreeWorks

- Syllabus Exists:

#### Hours

| CEU or Credit: | 4.000 | None |
| Billing: | 4.000 | None |
| Lecture: | | None |
| Lab: | | None |
| Other: | | None |
| Contact: | | None |

### Repeat Details

- Limit: Max

- Repeat Status: NR

### Course Level Record

| From Term: | 201205 |
| From: | Copy |
| To Term: | 999999 |

**Level:** UG | Undergraduate

**Description:**

**CEU:**
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The purpose of this course is to extend competency in teaching through an integrated approach integrating literacy, literature, and social studies for all students.
### Registration Restrictions Record

**Course Registration Restrictions**  
**(SCARRES)**  
**College Restrictions**

#### Subject:  
Education: General

#### Course Title:  
Literacy/Lit/Social Studies

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#### Department and Field of Study

**Department Restrictions**

**From Term:** 201205  
**To Term:** 999999  
**Include**  
**Exclude**

#### Field of Study Restrictions

**From Term:** 201205  
**To Term:** 999999  
**Include**

#### College Restrictions

**From Term:** 201205  
**To Term:** 999999  
**Include**

---

**Description**

**Department:**

**From Term:** 201205  
**Include**  
**Exclude**

**Department:**

**Code:** BXE  
**Description:** Education

**Type:** MAJOR  
**Description:** Major

**Campus Restrictions**

**From Term:** 201205  
**Include**  
**Exclude**

**Campus:**

**College Restrictions**

**From Term:** 201205  
**Include**  
**Exclude**

**College:** EP  
**Description:** Education USFSP