

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

DATE: 11.27.2006

PROGRAM AREA EDUCATION-SINGLE SUBJECT

1. Catalog Description of the Course. *[Follow accepted catalog format.]* *(If Cross-listed please submit a form for each prefix being modified)*

OLD

Prefix EDSS Course# 533 Title TEACHING WRITING AND LITERATURE IN SECONDARY SCHOOLS Units (3)
 3 hours lecture/discussion per week
☒ Prerequisites Must be admitted to the Single Subject Credential Program.
☒ Corequisites EDSS 570 (1-2 units); or EDSS 575

Description A study of content and methods in teaching critical expository writing, including methods of research and documentation and content and methods in teaching literature to secondary students. Focuses on the teaching of major literary genres. Emphasizes reflective practice based on California Standards for the Teaching Profession and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

NEW

Prefix EDSS Course# 533 Title Teaching ENGLISH in MIDDLE Schools Units (3)
 3 hours lecture/discussion per week
☒ Prerequisites Must be admitted to the Single Subject Credential Program.
☒ Corequisites EDSS 570, EDSS 580, EDSS 575 or EDSS 585

Description A STUDY OF ESSENTIAL CONTENT AND METHODS IN TEACHING EXPOSITORY AND CREATIVE WRITING AND LITERATURE, PRIMARILY AT THE MIDDLE SCHOOL LEVEL. FOCUSES ON THE WRITING PROCESS AND ASSESSMENT OF WRITING, STRATEGIES FOR BUILDING READING COMPREHENSION AND FOR TEACHING TEXTUAL INTERPRETATION, QUESTIONING STRATEGIES, AND SCAFFOLDING TECHNIQUES. Emphasizes reflective practice based on Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

☐ Gen Ed Categories ☐ Lab Fee Required Hegis Code	Graded ☐ CR/NC ☒ A - F units ☐ Optional Enrollment in (Student's choice) ☐ Multiple Enrollment in same semester	☐ Repeatable for up to _____ units ☐ Multiple Enrollment in same semester	☐ Gen Ed Categories ☐ Lab Fee Required Hegis Code	Graded ☐ CR/NC ☒ A - F units ☐ Optional Enrollment in same semester (Student's choice) ☐ Multiple Enrollment in same semester	☐ Repeatable for up to _____ units ☐ Multiple Enrollment in same semester
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☐ Mission Based Learning Objectives: ☐ Interdisciplinary ☐ International ☐ Multicultural ☐ Service Learning
☐ Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

2. Mode of instruction

Existing

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>20</u>	_____
Seminar	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____
Activity	_____	_____	_____	_____

Proposed

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>20</u>	_____
Seminar	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____
Activity	_____	_____	_____	_____

3. Course Content in Outline Form if Being Changed. *[Be as brief as possible, but use as much space as necessary]*

OLD

Not previously listed

NEW

Teaching Literature (Short story, poetry, play, novel, film)

- Strategies for building comprehension (Pre-reading, during, post-reading)
- Scaffolding within a lesson
- Teaching textual interpretation
- Teaching longer works over time; sequencing shorter

works

Teaching Reading: Essentials

- Cognitive strategies/tool kit
- Ways to get through a text
- Fostering engagement
- Integrating vocabulary instruction

Teaching Writing: Essentials

- Integrating writing and reading
- Using the writing process
- Revision strategies
- Grading and responding to student writing

Teaching Listening & Speaking

- Techniques for small & large group discussions
- Questioning strategies
- Integrating reading, writing, & talk
- Orchestrating higher order thinking

4. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

OLD

Students who successfully complete this course will be able to:

- develop teaching strategies that will help students in grades 7-12 use the writing process to develop and improve their writing skills and their writing products
- demonstrate, in writing and discussion, an understanding of the theory and practice of teaching writing
- create lesson plans aligned to the Academic Content Standards
- use technological resources in teaching writing and literature and infuse technology into planning and teaching.
- consider the diversity of learners and learning environments when teaching and planning for instruction.
- Choose literature appropriate for the levels and learning needs of diverse 7-12 students
- read about and discuss multicultural and interarts approaches to teaching literature
- make instructional accommodations for diverse learners (English Learners and special needs candidates included) in planning and teaching writing and literature.
- design effective assignments across all literary genres
- create and use a variety of assessment strategies in their lessons.
- develop strategies for responding to and evaluating student writing, both in drafts and in final versions

NEW

This is a required course for single subject credential students seeking a credential in English. Students who successfully complete this course will be able to:

1. develop teaching strategies that will help students in grades 7-12, PARTICULARLY MIDDLE SCHOOL STUDENTS, use the writing process to develop and improve their writing skills and their writing products
2. demonstrate, in writing and discussion, an understanding of the theory and practice of teaching writing
3. create lesson plans aligned to the Academic Content Standards
4. use technological resources in teaching writing and literature and infuse technology into planning and teaching.
5. consider the diversity of learners and learning environments when teaching and planning for instruction.
6. Choose literature appropriate for the levels and learning needs of diverse 7-12 students, PARTICULARLY AT THE MIDDLE SCHOOL LEVEL
7. read about, discuss, AND APPLY multicultural and INTEGRATED approaches to teaching literature
8. DEMONSTRATE, IN WRITING AND DISCUSSION, AN UNDERSTANDING OF THE THEORY AND PRACTICE OF TEACHING LITERATURE
9. make instructional accommodations for diverse learners (English Learners and special needs

candidates included) in planning and teaching writing and literature.

10. design effective assignments across literary genres
11. DEMONSTRATE, IN WRITING AND DISCUSSION, AN UNDERSTANDING OF TECHNIQUES FOR ORCHESTRATING CLASSROOM DISCUSSIONS
12. create and use a variety of assessment strategies in their lessons.
13. develop strategies for responding to and evaluating student writing, both in drafts and in final versions

5. **References.** *[Provide 3-5 references on which this course is based and/or support it.]*

OLD Not previously listed.

NEW

1. California Department of Education. English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve. <http://www.cde.ca.gov/be/st/ss/index.asp>.
2. California Department of Education. Reading/Language Arts Framework for California Public Schools <http://www.cde.ca.gov/re/pn/fd/documents/lang-arts.pdf>.
3. Adler, Mary & Rougle, Eija. (2005). Building Literacy through Classroom Discussion. New York: Scholastic, Inc.
4. Kirby, Dan, Kirby, Dawn Latta, & Liner, Tom. (2004) Inside out : strategies for teaching writing. Portsmouth, NH : Heinemann, 2004.
5. Olson, Carol Booth. (2003). The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom. Second Edition. Boston: Allyn & Bacon, 2003.

6. **Indicate Changes and Justification for Each.** *[Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

- ☒ Course title
- ☐ Prefix/suffix
- ☐ Course number
- ☐ Units
- ☐ Staffing formula and enrollment limits
- ☒ Prerequisites/corequisites
- ☒ Catalog description
- ☒ Course content
- ☒ References
- ☐ GE
- ☐ Other

Justification The course sequence (EDSS 533 and 543) was adjusted to allow for continuity of topics over the two semesters and for a sustained focus on the two different levels of secondary school students. 533 will focus primarily on middle school and 543 on high school. Additions were also made to incorporate objectives relating to classroom talk. Corequisites were changed to reflect part-time and full-time student enrollment. The title was changed to match the other disciplinary methods in the program.

7. **If this modification results in a GE-related change indicate GE category affected and Attach a GE Criteria Form:**

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication

A-2 English Writing

A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences

B-2 Life Sciences – Biology

B-3 Mathematics – Mathematics and Applications

B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art

C-2 Literature Courses

C-3a Language

C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UD Interdisciplinary

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8. New Resources Required. YES ☐ NO ☒

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

9. Will this course modification alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☒

If, YES attach a program modification form for all programs affected.

10. Effective Date (Semester and Year): Fall 2007

Mary Adler

Proposer of Course Modification

10/19/2006

Date

Approvals

Program/Course: EDSS 533

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date