

NEW COURSE PROPOSAL

Courses must be submitted by November 2, for priority catalog review.

DATE (Change if modified and redate file with current date) 11/2/2009; REV 12.14.09; REV 1.21.10

PROGRAM AREA(S) EDUCATION

1. Course Information. [Follow accepted catalog format.]

Prefix(es) (Add additional prefixes if cross-listed) and Course No. EDUC 538

Title: K-12 LITERACY: MULTICULTURAL AND MULTILINGUAL Units: 4

Xxx Prerequisites Admission to a Credential Program

xxx Corequisites SPED 562, SPED 570, SPED 580 or SPED 585

Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Topics include developmental theory and practice of the reading and writing process through the school years K-12; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English language learners in English-only, multilingual and bilingual contexts; literacy and language development needs of English learners and exceptional children, literacy in the content areas; technology for teaching and learning is integrated.

Grading Scheme:

xxx A-F Grades

Repeatability:

Repeatable for a maximum of units

Course Level Information:

Undergraduate

Credit/No Credit

Total Completions Allowed

Post-Baccalaureate/Credential

Optional (Student Choice)

Multiple Enrollment in Same Semester

Graduate

Mode of Instruction/Components (Hours per Unit are defaulted).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	1	1	25		
Seminar	1	1			
Laboratory	3	3			
Activity	2	2			
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

4 hours Lecture per week
 hours blank per week

2. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

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)

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C-1 Art C-2 Literature Courses C-3a Language C-3b Multicultural D (Social Perspectives) E (Human Psychological and Physiological Perspectives) UDIGE/INTD Interdisciplinary Meets University Writing Requirement Meets University Language Requirement	Deleted:  Formatted: Highlight Formatted: Highlight Deleted:  Formatted: Highlight Deleted:  Formatted: Highlight
American Institutions, Title V Section 40404:  Government  US Constitution  US History Refer to website, Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm  Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).	Deleted:  Formatted: Highlight Deleted:  Formatted: Highlight
3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course) A. Justification: <u>This course is required to meet the new standards for the Education Specialist Credential program. These standards are set by the California Commission on Teacher Credentialing. This course will replace EDMS 522 and EDSS 540 in the Education Specialist Level 1 program. The course covers literacy across K-12 and covers the entirety of the literacy standards for the Education Specialist program. It also prepares students to pass the RICA examination (all K-8 credential students must pass). This course is written as an EDUC not a SPED course because it covers general education material that is not specific to students with disabilities but necessary for special education teachers to know.</u> B. Degree Requirement:  xx Requirement for the Major/Minor  Elective for the Major/Minor  Free Elective Note: Submit Program Modification if this course changes your program.	Deleted:  Formatted: Highlight Deleted:  Formatted: Highlight Deleted:  Formatted: Highlight Deleted:  Formatted: Highlight Deleted:  Formatted: Highlight
4. Learning Objectives. (List in numerical order. You may wish to use the following resource in utilizing measurable verbs: http://senate.csuci.edu/comm/curriculum/resources.htm) Upon completion of the course, the student will be able to: Teacher candidate will: 1. Explain the multiple factors affecting literacy development in English at the primary and secondary levels. 2. Plan a balanced language arts program based upon in-depth knowledge of reading research. 3. Apply foundational models of teaching reading and writing in culturally and linguistically diverse classrooms which also include students with special needs. 4. Compare and contrast how 1st and 2nd language acquisition impacts childrens ability learn to read, write and speak 5. Use common diagnostic assessments to determine instructional needs of school-aged students. 6. Translate the results of formal and informal assessments of reading and writing behaviors into instructional plans. 7. Give a demonstration of instructional strategies necessary in the development of reading and writing for all students. 8. Design a classroom which provides a rich environment that enhances literacy development in self-contained and content area classrooms. 9. Acquire an in-depth knowledge of RICA domains that are correlated to the teaching of reading and writing. 10. Identify and use specific California Language Arts Standards in the development of lesson plans and long term planning. 11. Identify methods and strategies to help students access content-area texts.	Formatted: Font: Bold Formatted: Highlight Deleted:  Formatted: Highlight Deleted:  Formatted: Highlight Deleted:  Formatted: Highlight Deleted:  Formatted: Font: Bold Deleted:  Formatted: Highlight Formatted: Highlight Deleted:  Deleted:  Formatted: Highlight Deleted:  Formatted: Highlight Deleted: 
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5. **Course Content in Outline Form.** [Be as brief as possible, but use as much space as necessary]

Introduction to contemporary theory and practice in the teaching of Literacy to All Students
Language and Literacy Connections to State Frameworks, ELA Framework, Content Standards and
Statewide Testing
Assessment and recording keeping strategies, with attention to English learners and Special needs students.
Critical concepts in the development of 1st and 2nd language proficiency: structure of English Language, developing oral language
skills including building vocabulary
Critical concepts in the teaching of reading: stages in the development of reading skill acquisition: emergent literacy, concepts about
print, phonemic awareness, phonics, fluency, vocabulary and comprehension
Critical concepts and stages in the development of fluent writers
Developing fluency and comprehension skills to help produce independent readers
Identifying reader factors versus text factors in the reading process
Designing and planning a balanced literacy program within the elementary setting and secondary content areas
Infusing appropriate learning and instructional technologies
Classroom organization and instructional techniques for effective literacy programs
Relating course content to the elements of the Reading Instruction Competency Assessment (RICA) – the required examination for
recommendation for the Education Specialist and Multiple Subjects Teaching Credential

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Does this course content overlap with a course offered in your academic program? Yes No
If YES, what course(s) and provide a justification of the overlap.

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Does this course content overlap a course offered in another academic area? Yes No
If YES, what course(s) and provide a justification of the overlap. This course is designed to look at literacy across
the K-12 school years. It overlaps with two EDMS courses that look at literacy in K-3 EDMS 522 and literacy in the
upper elementary years 4-6. This course needs to cover K-12 because Education Specialist are credentialed to teach
K- age 23.

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Overlapping courses require Chairs' signatures.

6. **Cross-listed Courses** (Please note each prefix in item No. 1)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).
List each cross-listed prefix for the course:

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B. Program responsible for staffing:

7. **References.** [Provide 3 - 5 references]

Bear, D. R., Helman, L., Templeton, S., Invernizzi, M., & Johnson, F. (2007). Words Their Way with English
Learners: Word Study for Spelling, Phonics, and Vocabulary Instruction. Upper Saddle River, NJ: Pearson
Education.

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Tompkins, G. E. (2007). Literacy for the 21st Century: Teaching Reading and
Writing in Pre-Kindergarten Through Grade 4 (2nd ed.). Upper Saddle River,
NJ: Pearson Education.

Tompkins, G.E. (2003) Literacy for the 21st Century 3rd Ed. Upper Saddle River, NJ: Pearson Education

Zarrillo, J. J. (2005). Ready for RICA: A test preparation guide for
California's reading instruction competence assessment (2nd ed.). Upper
Saddle River, NJ: Pearson Education.

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8. **Tenure Track Faculty Qualified to Teach This Course.**

Jill Leafstedt

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Mary Adler
Manuel Correia ... [51]
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9. Requested Effective Date:

First semester offered: Fall 2010

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10. New Resources Requested. Yes No

If YES, list the resources needed.

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A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs

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D. Lab Fee Requested (please refer to Dean's Office for additional processing) Yes No

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E. Other

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11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes No

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

Priority deadline for New Minors and Programs: October 5, 2009 of preceding year.

Priority deadline for Course Proposals and Modifications: November 2, 2009 of preceding year.

Last day to submit forms to be considered during the current academic year: April 15th.

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Jill Leafstedt, Manuel Correia and Mary Adler

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)

Date

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Approval Sheet

Program/Course: Educ 538

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
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Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
Dean of Faculty		
	Signature	Date

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Mary Adler
Manuel Correia