

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 6/15/2012; REV 11.7.12; REV 12.19.12

PROGRAM AREA(S): EDUCATION SINGLE SUBJECT

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

- | | |
|---|---|
| ☐ Course title | ☐ Course Content |
| ☐ Prefix/suffix | ☐ Course Learning Outcomes |
| ☐ Course number | ☐ References |
| ☐ Units | ☐ GE |
| ☐ Staffing formula and enrollment limits | ☐ Other |
| ☐ Prerequisites/Corequisites | ☐ Reactivate Course |
| ☐ Catalog description | |
| ☒ Mode of Instruction | |

Justification: Reactivation of the course

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix EDSS Course# 540
Title Literacy in Secondary Schools Units (3)
3 hours lecture per week
☐ hours blank per week

☐ Prerequisites: Admission to the Single Subject Credential Program.

☐ Consent of Instructor Required for Enrollment
☒ Corequisites: EDSS 570 (1-2 units): or EDSS 575

Catalog Description (Do not use any symbols):

Secondary students will learn methods and techniques for reading, writing, language and literacy across the secondary curriculum including students with varied language backgrounds. Emphasis on how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. This course addresses the special needs of proficient readers and adolescents who struggle as readers. Includes approaches and methods that are consistent with a comprehensive, systematic program, and are aligned with the state adopted academic content standards for students in English language arts and the reading/language arts framework. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

General Education Categories: ☐
Grading Scheme (Select one below):
☒ A – F
☐ Credit/No Credit
☐ Optional (Student's Choice)

NEW

Prefix EDSS Course# 540
Title LITERACY IN THE CONTENT AREAS Units (2)
2 hours lecture per week
☐ hours blank per week

☐ Prerequisites: Admission to the Single Subject Credential Program.

☐ Consent of Instructor Required for Enrollment
☒ Corequisites: EDSS 570, EDSS 575, EDSS 580 or EDSS 585

Catalog Description (Do not use any symbols):

Provides secondary pre-service teachers with preparation necessary to address literacy expectations in the common core state standards for reading, writing, speaking and listening, and language. Emphasis on how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. Addresses the special needs of adolescents who struggle as readers and writers. Includes teaching approaches and methods that are consistent with teaching skills of critical thinking, collaborating, communicating, and creating. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

General Education Categories: ☐
Grading Scheme (Select one below):
☒ A – F
☐ Credit/No Credit
☐ Optional (Student's Choice)

Repeatable for up to units
 Total Completions
 Multiple Enrollment in Same Semester Y/N
 Course Level:
 Undergraduate
 X Post-Baccalaureate
 Graduate

Repeatable for up to units
 Total Completions
 Multiple Enrollment in Same Semester Y/N
 Course Level:
 Undergraduate
 X Post-Baccalaureate
 Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>30</u>	x	Lecture	<u>2</u>	<u>1</u>	<u>25</u>	<u>X</u>	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. 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)

- 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

☐ **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).

☐ Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

This course is a required course in the Single Subject Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

NEW

This course is a required course in the Single Subject Credential Program. It meets the standards set by the California Commission on Teacher Credentialing. IT HAS BEEN MODIFIED TO SUPPORT TEACHER INSTRUCTION IN NEW COMMON CORE STANDARDS FOR LITERACY IN CONTENT AREAS. SOME PORTIONS OF THE COURSE HAVE BEEN INCLUDED IN OTHER COURSES WITHIN THE SINGLE SUBJECT PROGRAM, NOTABLY SINGLE SUBJECT METHODS COURSES, RESULTING IN A ONE UNIT REDUCTION FOR THIS COURSE.

X Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

X Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

Students who successfully complete this course will:

- Explain the challenges of working with assumptions (personal and systemic) that ascribe literacy "responsibility" to only a few content areas.
- Develop a growing awareness of the complexity of literacy acquisition and of defining literacy.
- Explain how context and culture affect literacy development.
- Develop reading and writing activities so that students of varied literacy backgrounds have access to a variety of texts.
- Use a wide variety of strategies to help students access content-area texts.
- Use Specially Designed Academic Instruction in English and apply its strategies effectively/appropriately in designing lessons.
- Integrate literacy activities in content instruction to facilitate students' learning content knowledge while at the same time growing as readers and writers.
- Develop methods for diagnosing students' literacy skills in the context of their content area.

Upon completion of the course, the student will be able to:

NEW

Students who successfully complete this course will:

- DEVELOP A PLAN TO MEET SELECTED COMMON CORE LITERACY OBJECTIVES IN THE CONTENT AREA.
- DEFINE WHAT COMPREHENSION AND FLUENCY MEAN IN THEIR CONTENT AREA AND EXPLAIN THE RELATIONSHIP TO INSTRUCTION
- Use EFFECTIVE RESEARCH-BASED ~~a wide variety of~~ strategies PURPOSEFULLY to help students access content-area texts AND ACADEMIC VOCABULARY.
- ANALYZE AND SELECT APPROPRIATE PRINT AND NON-PRINT TEXTS TO SUPPORT LEARNING BEYOND THE TEXTBOOK
- ~~Explain the challenges of working with assumptions (personal and systemic) that ascribe literacy "responsibility" to only a few content areas.~~
- ~~Develop a growing awareness of the complexity of literacy acquisition and of defining literacy.~~
- Explain how context and culture affect literacy development.
- ~~Develop reading and writing STRATEGIES so that~~

- Assess the appropriateness of reading materials for students in their content areas.

~~students of varied literacy backgrounds have access to a variety of texts.~~

- ~~Use Specially Designed Academic Instruction in English and apply its strategies effectively/appropriately in designing lessons.~~
- ~~Integrate literacy activities STRATEGIES in content instruction to facilitate students' learning content knowledge while at the same time growing as readers and writers.~~
- ~~Develop methods for diagnosing students' literacy skills in the context of their content area.~~
- ~~Assess the appropriateness AND COMPLEXITY of reading materials for students in their content areas.~~
- ~~PLAN EFFECTIVE LESSON(S) TO FACILITATE STUDENT LEARNING THROUGH SPEAKING, LISTENING, AND LANGUAGE.~~
- ~~APPLY THE WRITING PROCESS TO INSTRUCTIONAL PLANS FOR STUDENT WRITING~~

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

- I. What is Literacy and How Does It Relate to Content Courses?
- Content Literacy
- II. A Conceptual Framework for Literacy Development
- III. Understanding the Reading Process
- IV. Context, Culture and Comprehension Using Schema to Construct Meaning
- V. Learning to Read vs Reading to Learn
- VI. Specially Designed Academic Instruction in English
- VII. Reading Scaffolding Activities Across the Curriculum Vocabulary Development Metacognitive Activities Use of Prior Knowledge and Interests Interacting with Text
- VIII. Text Structures/Organization Across Content Areas
- IX. Writing Strategies Across the Curriculum Writing to Learn Reflective/Exploratory Writing Across the Curriculum
- X. Strategic Learning Activities
- XI. Selecting Appropriate Reading Materials Assessing the Readability of a Text
- XII. Informal Diagnosis of Students' Reading Skills

NEW

- I. What is CONTENT Literacy and How Does It Relate to Content Courses, RESEARCH, ASSESSMENT, AND STANDARDS?
- ~~Content Literacy~~
- ~~II. A Conceptual Framework for Literacy Development~~
- ~~III. Understanding the Reading Process~~
- II. HOW READERS MAKE SENSE OF TEXTS: COMPREHENSION, FLUENCY, AND TEXT COMPLEXITY
- IV. HOW TO USE TEXTS EFFECTIVELY IN YOUR CONTENT AREA: NON-PRINT RESOURCES, TEXTS PAIRINGS, APPROPRIATE SELECTION FOR STUDENT POPULATION, SUPPLEMENTING THE TEXTBOOK
- ~~III. Context, Culture, and Comprehension Using Schema to Construct Meaning~~
- ~~IV. Learning to Read vs Reading to Learn~~
- ~~V. Specially Designed Academic Instruction in English~~
- VI. SUPPORTING AT-RISK READERS: COMPREHENSION AND VOCABULARY STRATEGIES
- ~~VII. Reading Scaffolding Activities Across the Curriculum Vocabulary Development Metacognitive Activities Use of Prior Knowledge and Interests Interacting with Text~~
- VII. Text Structures AND FEATURES: ANALYZING THE TEXTS WE READ AND TEACH ~~Organization Across Content Areas~~
- VIII. LITERACY IN SPEAKING, LISTENING, AND LANGUAGE SKILLS
- IX. APPLYING THE WRITING PROCESS IN THE CONTENT AREA: INFORMATIONAL, ARGUMENTATIVE, AND INFORMAL WRITING
- ~~X. Writing Strategies Across the Curriculum~~
- ~~X. Writing to Learn~~
- ~~Reflective/Exploratory Writing Across the Curriculum~~
- ~~X. Strategic Learning Activities~~
- ~~XI. Selecting Appropriate Reading Materials Assessing the Readability of a Text~~
- ~~XII. Informal Diagnosis of Students' Reading Skills~~

Does this course content overlap with a course offered in your academic program? Yes X

No ☐

If YES, what course(s) and provide a justification of the overlap. THERE IS SOME INTENTIONAL OVERLAP WITH LITERACY IN THE METHODS COURSES, WHERE STUDENTS LEARN HOW TO INTEGRATE LITERACY INSTRUCTION IN PRACTICAL WAYS FROM THEIR CONTENT AREA INSTRUCTORS.

Does this course content overlap a course offered in another academic area? Yes X No ☐

If YES, what course(s) and provide a justification of the overlap. THERE ARE OTHER LITERACY COURSES IN THE SCHOOL OF EDUCATION, BUT THIS IS THE ONLY ONE DESIGNED SPECIFICALLY FOR SECONDARY CONTENT TEACHERS.

Overlapping courses require Chairs' signatures.

8. 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).
- B. List each cross-listed prefix for the course: ☐
- C. Program responsible for staffing: ☐

9. References. [Provide 3-5 references]

- OLD
- Krashen, Stephen. 1993. *The Power of Reading*. Englewood, Colo.: Libraries Unlimited, Inc.
- Chamot, Anna Uhl, and Micheal O'Malley. 1994. *The CALLA Handbook: How to Implement the Cognitive Academic Language Learning Approach*. Reading, Mass.:Addison-Wesley Longman.
- Vaca, Richard T. , and Joanne L. Vacca. 1996. *Content Area Reading*. New York, NY: Harper Collins.
- Short, Deborah J. 1991. "Integrating Language and Content Instruction: Strategies and Techniques." In *National Clearinghouse for Bilingual Education- Program Information Series*. Washington, DC: National Clearinghouse for Bilingual Education.
- Schifini, Alfredo. 1991. "Language, Literacy, and Content Instruction: Strategies for Teachers." In K Spangenberg-Urbschat and R. Pritchard (Eds.), *Kids Come in All Languages: Reading Instruction for ESL Students*. Newark, DE: International Reading Association.

NEW

Academic language/literacy strategies for adolescents: A how to manual for educators. Debra L. Cook Hirai, ed. New York : Routledge. 2010.

Content Area Reading: Literacy and Learning Across the Curriculum (8th Edition). Richard T. Vacca & Joanne L. Vacca. Boston, MA: Allyn & Bacon, 2004.

Content Area Reading and Writing: Fostering Literacies in Middle and High School Cultures (2nd Edition). Norman Unrau. Upper Saddle River, New Jersey: Prentice Hall, 2007.

Pathways to the Common Core: Accelerating Achievement. Lucy Calkins, Mary Ehrenworth, & Christopher Lehman. Portsmouth, NH: Heinemann. 2012.

Text Complexity: Raising the Rigor in Reading. Douglas Fisher, Nancy Frey, Dianne Lapp. Newark, DE: International Reading Association. 2012.

10. Tenure Track Faculty qualified to teach this course.

Mary Adler, Manuel Correia ☐

11. Requested Effective Date or First Semester offered: Spring 2013

12. New Resource Requested: Yes ☐ No x

If YES, list the resources needed.

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:

☐

D. Lab Fee Requested: Yes ☐ No ☐ (Refer to the Dean's Office for additional processing)
E. Other. ☐

13. Will this course modification 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 1, 2012** of preceding year.
Priority deadline for Course Proposals and Modifications: **October 15, 2012**.
Last day to submit forms to be considered during the current academic year: **April 15th**.

Mary Adler & Jeanne Grier

6/15/2012

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course:

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.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date