### OLD

Prefix EDMS  Course# 522  Title  Units (3)

3 hours lecture per week

### NEW

Prefix EDMS  Course# 522  Title  Units (4)

4 hours lecture per week

### Prerequisites:
- Admission to the Multiple Subject Teacher Credential Program

### Corequisites:
- EDMS 652 (1-2 units) or EDMS 565

### Description:
Topics include developmental theory and practice of the reading and writing process across the grade levels; 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 needs of English Language Learners and exceptional children; technology for teaching and learning is integrated.

### Gen Ed Categories

- Graded
- CR/NC
- Repeatable for up to units

### Lab Fee Required

- Optional (Student’s choice)

- American Institutions, Title V Section 40404: Government
- US Constitution
- US History (Refer to EO 405, for more information at: [http//senate.csuci.edu/comm/curriculum/resources.htm](http://senate.csuci.edu/comm/curriculum/resources.htm)
- Service Learning Course

### Mode of instruction (Hours per Unit are defaulted for you)

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### Hegis Code(s)

(Provided by the Dean)
3. Course Content in Outline Form if Being Changed. [Be as brief as possible, but use as much space as necessary]

**OLD**

A. Literacy for All Students  
B. RICA 2: ELA Standards  
C. RICA 2: Balanced Reading Program  
D. Bookmaking  
E. RICA 4: Concepts of Print  
F. RICA 3: Phonemic Awareness  
G. RICA 2: Lesson Design for Field Work  
H. Phonemic Inventory  
I. RICA 4: Phonics  
J. Technology  
K. Characteristics of ELLs  
L. Instructional Programs for ELLs  
M. RICA 1: Assessment: Running Record  
N. Cueing Systems  
O. RICA 7: Comprehension  
P. Comprehension Strategies for ELLs  
Q. RICA 6: Spelling: Stages; Making Words, Word Walls  
R. RICA 9: Independent Reading  
S. EL Oral Language in Perspective  
T. EL Emergent Literacy  
U. Literacy Analysis  
V. RICA 12: Vocabulary  
W. RICA 9: Content Area Reading  
X. RICA 9: Structure of English Language  
Y. Theory and Practice (ongoing)  
Z. Language and Literacy Connections to State Frameworks, ELA Framework, Content Standards and Statewide Testing (ongoing)

**NEW**

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, including Phonemic Inventory, Running Records and Cueing Systems  
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 and a phonics approach, reading in the content areas  
Critical concepts and stages in the development of fluent writers: teaching spelling, making words, word study; building vocabulary skills and the writing process  
Developing fluency and comprehension skills to help produce independent readers  
Assisting struggling readers  
Identifying reader factors versus text factors in the reading process  
Designing and planning a balanced literacy program and teaching effective Language Arts lessons  
Infusing appropriate learning and instructional technologies  
Classroom organization and instructional techniques for effective literacy programs: Basal reading programs, Literature Circles, Writers Workshop, Instructional Programs aimed at ELS  
Relating course content to the elements of the Reading Instruction Competency Assessment (RICA) – the required examination for recommendation for the Multiple Subject Teaching Credential

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**

This course is a required course in the Multiple Subject Teacher Credential Program. It meets the standards set by the California Commission on Teacher Credentialing. Teacher candidate will:  
1. demonstrate how a first and second language is acquired.  
2. delineate the reading process and its relationship to thought, language and learning.  
3. describe how people learn to read and write in their first and second language  
4. describe current approaches to the teaching of reading and writing and the theoretical bases of such approaches  
5. describe current approaches to the teaching of reading and writing in culturally and linguistically diverse

**NEW**

This course is a required course in the Multiple Subject Teacher Credential Program. It meets the standards set by the California Commission on Teacher Credentialing. Teacher candidate will:  
1. Describe the way 1st and 2nd language acquisition is acquired to develop reading, speaking and writing school classrooms which also include students with special needs.  
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 elementary school classrooms which also include students with special needs.  
4. Compare and contrast how children learn to read, write and speak in 1st and 2nd language acquisition.  
5. Use common diagnostic assessments to determine
elementary school classrooms
6. describe classroom diagnostic techniques and
evaluation procedures.
7. delineate current approaches to the teaching of
reading and writing to children with special learning needs
SKILLS
Teacher candidate will:
1. become sensitive observers of children's language
using behaviors.
2. analyze children's reading and writing behavior as a
basis for making instructional decisions
3. translate the results of formal and informal
assessment of children's reading and writing behaviors into
instructional plans
4. develop the ability to select appropriate materials
and instructional strategies to meet the individual needs of
students
5. learn how to organize the classroom for teaching
reading and writing to culturally and linguistically diverse
populations.
DISPOSITIONS
Teacher candidate will:
1. develop an appreciation for the natural language
abilities children possess for processing and producing print
2. develop an appreciation for the need and value of
integrating reading and writing into all areas of the curriculum
instructıonal needs of primary students and present in case
study format.
6. give a demonstration of instructional strategies necessary in
the foundational development of reading and writing for all
students.
7. explain and demonstrate the organization necessary for
differentiated instruction in a classroom of learners with
diverse needs and abilities.
8. Translate the results of formal and informal assessments of
children’s reading and writing behaviors into instructional
plans.
9. select appropriate language arts materials for a classroom of
diverse learners.
10. Design a classroom which provides a rich environment that
enhances literacy development.
11. acquire an in-depth knowledge of RICA domains that are
correlated to the teaching of reading and writing.
12. Identify and use specific California Language Arts
Standards in the development of lesson plans and long term
planning.
13. Use appropriate instructional technology to complete
assignments and in demonstrating effective teaching strategies.

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


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
Justification: The additional units required for this course allows for comprehensive coverage of material that prepares Multiple Subject Teaching Credential candidates for the Reading Instruction Competency Assessment (RICA). This exam is taken during second semester of the Multiple Subject Credential Program. Candidates cannot be recommended to CCTC for a teaching credential until the exam has been passed. Student evaluations have repeatedly commented upon the lack of time within the present course time allocation for covering all course content and addressing the content of the RICA examination. The additional unit will come from a reduction in Literacy II from the current 4 units to 3 units.

7. □ General Education Categories: All courses with GE categories notations (including deletions) must be processed at 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)

   UD Interdisciplinary

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 – all modifications submitted prior to November 5th will be effective in the Fall 2008 catalog): Fall 2008

Merilyn Buchanan  10/20/2007
## Approval Sheet

**Program/Course:** EDMS 522  
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.

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