EDSS 540. LITERACY IN SECONDARY SCHOOLS (3)
Three hours lecture/discussion per week.
Prerequisite: Admission to the Single Subject Credential Program.
Corequisite: EDSS 570 (1-2 units): or EDSS 575
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.

2. Mode of Instruction.

<table>
<thead>
<tr>
<th>Units</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. 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]

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

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

4. Is this a General Education Course

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (English Language, Communication, Critical Thinking)</td>
<td></td>
</tr>
<tr>
<td>B (Mathematics &amp; Sciences)</td>
<td></td>
</tr>
</tbody>
</table>

NEWCRSFR 9/30/02
5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]
   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

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

7. List Faculty Qualified to Teach This Course.

Education Facultyh

8. Frequency.
   a. Projected semesters to be offered: Fall ___X___ Spring ___X___ Summer ___X___

9. New Resources Required.

10. Consultation.
    Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Erik Johansen and Jeanne Grier Jan 9, 2003
Proposer of Course Date
NEWCRSFR 9/30/02