

**NEW COURSE PROPOSAL****Courses must be submitted by November 9, 2007, to make the next catalog production**DATE (*Change if modified*)

11/01/07 REV 1.17.08

PROGRAM AREA(S)

LIBERAL STUDIES

**1. Catalog Description of the Course.** *[Follow accepted catalog format.]***Prefix(es)** (Add additional prefixes if cross-listed) **EDAP Course No. 422****Title: LITERACY 1: MULTICULTURAL/MULTILINGUAL Units: 3**☒ Prerequisites Admission to the Accelerated Program☒ Corequisites Enrolled in a Field Placement or Student Teaching course☐ Consent of Instructor Required for Enrollment

**Description** (Do not use any symbols ): **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 development needs of English Learners and exceptional children; technology for teaching and learning is integrated.**

**Grading Scheme:**☒ A-F Grades☐ Credit/No Credit☐ Optional (Student Choice)**Repeatability:**☐ Repeatable for a maximum of  
units

Total Completions Allowed

☐ Multiple Enrollment in Same Semester**Lab Fee Required:** ☐**Mode of Instruction/Components** (*Hours per Unit are defaulted*).

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>	<b>Graded Component</b>	<b>CS &amp; HEGIS # (Filled in by the Dean)</b>
Lecture	3	1	25	<input checked="" type="checkbox"/>	
Seminar		1		<input type="checkbox"/>	
Laboratory		3		<input type="checkbox"/>	
Activity		2		<input type="checkbox"/>	
Field Studies				<input type="checkbox"/>	
Indep Study				<input type="checkbox"/>	
Other Blank				<input type="checkbox"/>	

The following two lines will be filled out internally based on the Mode of Instruction data directly above.

3 hours lecture per week (*Use 2<sup>nd</sup> line only if necessary*)

hours blank per week

**Course Attributes:**

☐ **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	<input type="checkbox"/>
C-3b Multicultural	<input type="checkbox"/>
<b>D (Social Perspectives)</b>	<input type="checkbox"/>
<b>E (Human Psychological and Physiological Perspectives)</b>	<input type="checkbox"/>
<b>UDIGE/INTD Interdisciplinary</b>	<input type="checkbox"/>
<b>Meets University Writing Requirement</b>	<input type="checkbox"/>
<b>Meets University Language Requirement</b>	<input type="checkbox"/>

☐ 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

**3. Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)

A. Justification: Required course for the Accelerated Program Option in Liberal Studies, a new option designed to meet subject matter content preparation for students in the Program - a combination of a Liberal Studies Bachelor's degree and Multiple-Subject Teaching Credential coursework. This course is a required course in the Accelerated Program. It meets the standards set by the California Commission on Teacher Credentialing.

B. Degree Requirement: ☒ Requirement for the Major/Minor  
☐ Elective for the Major/Minor

**Note: Submit Program Modification if this course changes your program.**

**4. Learning Objectives.** (*Bullets, will occur upon carriage return*)

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

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 instructional 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. 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, 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

Does this course overlap a course offered in your academic program? YES ☒ NO ☐

If YES, what course(s) and provide a justification of the overlap? This course overlaps with content of EDMS522. EDAP 422 will be populated by students simultaneously pursuing a Liberal Studies and Multiple Subject Teaching Credential while EDMS 522 will continue to draw students are pursuing a teaching credential as a fifth year option.

Does this course overlap a course offered in another academic area? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

**6. Cross-listed Courses** *(Please fill out separate description in item 1 above, for each PREFIX)*

**A.** List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

Prefix for cross-listed discipline(s):

**B.** Department responsible for staffing: Education / Liberal Studies

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

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.

Carr, J., & Lagunoff, R. (2006). The map of standards for English learners, grades K-5: Integrating instruction and assessment of English language development and English language arts standards in California (5th ed.). San Francisco: WestEd.

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.

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. List Faculty Qualified to Teach This Course.**

- Manuel Correia, Lillian Vega Castaneda, Kaia Tollefson, Elizabeth Quintero

**9. Effective Date**

A. First semester offered: Fall 2008

**10. New Resources Required. YES ☐ NO ☒**

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

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

B. Library needs

C. Facility/space needs

**11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☐**

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

Catalog deadline for New Minors and Programs (including modifications): October 15, 2007, preceding year.

Catalog deadline for Course Proposals and Modifications: November 9, 2007, of preceding year.

Last day to submit any work to be considered for the academic year: April 15<sup>th</sup>.

Merilyn Buchanan

Proposer of Course

11/1/2007

Date

**Approval Sheet**  
**Program/Course:**

Program Chair(s)	Date
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Program Chair(s)	Date
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General Education Chair(s)	Date
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Curriculum Committee Chair(s)	Date
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Dean of Faculty	Date
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