

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM: EDUCATION CREDENTIAL PROGRAMS

- 1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

EDMS 522: LITERACY 1 – MULTICULTURAL/MULTILINGUAL (3)

Three hours of lecture/discussion per week.

Prerequisite: Admission to the Multiple Subject Teacher Credential Program

Corequisite: EDMS 652 (1-2 units) or ENMS 565

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.

2. Mode of Instruction.

Table with 4 columns: Mode of Instruction, Units, Hours per Unit, Benchmark Enrollment. Rows include Lecture, Seminar, Laboratory, and Activity.

- 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 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 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

3. affirm the importance of a rich environment for developing an effective language arts program.
4. develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
5. develop a sensitivity to and appreciation for children with special learning needs
6. develop an appreciation for the importance of reading and writing for their own personal and professional growth
7. develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

4. **Is this a General Education Course**                      **YES**                      **NO**

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- 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)

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

Cunningham, P. (1995). *Phonics they use.* Harper Collins.

Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide.* Heinemann.

Fountas, I.C. and Pinnell, G.S. (1996), *Guided reading: Good first teaching for all children.* Portsmouth, NH: Heinemann.

Gibbons, P. (1993). *Learning to learn in a second language.* Portsmouth, NH: Heinemann.

Freeman, D. E. and Freeman, Y. S. (2000). *Teaching reading in multilingual classrooms.* Portsmouth, NH: Heinemann.

7. **List Faculty Qualified to Teach This Course.**

Lillian Vega Castaneda, Professor and Education faculty

8. **Frequency.**

a. Projected semesters to be offered:    Fall X    Spring X    Summer