

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**COURSE MODIFICATION PROPOSAL**

**Courses must be submitted by November 5, 2007, to make the next catalog production**

DATE (CHANGE DATE IF REVISED): OCTOBER 30, 2007 REV 12.12.07

PROGRAM AREA(S): EDUCATION

**Directions: All of sections of this form must be completed for course modifications.**

**1. Catalog Description of the Course.**

*[Follow accepted catalog format.] (If Cross-listed please submit prefixes for each discipline being modified)*

<b>OLD</b>				<b>NEW</b>			
Prefix	EDMS	Course#	Title	Prefix	EDMS	Course#	Title
		522				522	
			Units (3)				Units (4)
3 hours	lecture	per week		4 hours	lecture	per week	
	hours	blank	per week		hours	blank	per week
<input type="checkbox"/> Prerequisites: Admission to the Multiple Subject Teacher Credential Program				<input type="checkbox"/> Prerequisites: Admission to the Multiple Subject Program			
<input type="checkbox"/> Corequisites: EDMS 652 (1-2 units) or EDMS 565				<input checked="" type="checkbox"/> Corequisites: Field placement, student teaching or consent of instructor.			
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 needs of English Language Learners and exceptional children; technology for teaching and learning is integrated.				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 development needs of English learners and exceptional children; technology for teaching and learning is integrated.			
<input type="checkbox"/> Gen Ed	<input type="checkbox"/> CR/NC	<input type="checkbox"/> Repeatable for up to		<input type="checkbox"/> Gen Ed	<input type="checkbox"/> CR/NC	<input type="checkbox"/> Repeatable for up to	
Categories				Categories			
<input type="checkbox"/> Lab Fee Required	<input checked="" type="checkbox"/> A - F	units		<input type="checkbox"/> Lab Fee Required	<input checked="" type="checkbox"/> A - F	units	
	<input type="checkbox"/>	<input type="checkbox"/> Multiple			<input type="checkbox"/>	<input type="checkbox"/> Multiple	
	Optional	Enrollment in			Optional	Enrollment in same	
	(Student's choice)	same semester			(Student's choice)	semester	
<input type="checkbox"/> American Institutions, Title V Section 40404: <input type="checkbox"/> Government <input type="checkbox"/> US Constitution <input type="checkbox"/> US History (Refer to EO 405, for more information at: <a href="http://senate.csuci.edu/comm/curriculum/resources.htm">http://senate.csuci.edu/comm/curriculum/resources.htm</a> )							
<input type="checkbox"/> Service Learning Course							

**2. Mode of instruction (Hours per Unit are defaulted for you)**

**Hegis Code(s)** \_\_\_\_\_  
 (Provided by the Dean)

**Existing**

**Proposed**

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS# Units (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	_____	<input type="checkbox"/>	Lecture	<u>4</u>	<u>1</u>	<u>25</u>	<input checked="" type="checkbox"/>	_____
Seminar	_____	_____	_____	<input type="checkbox"/>	Seminar	_____	_____	_____	<input type="checkbox"/>	_____
Lab	_____	_____	_____	<input type="checkbox"/>	Lab	_____	_____	_____	<input type="checkbox"/>	_____
Activity	_____	_____	_____	<input type="checkbox"/>	Activity	_____	_____	_____	<input type="checkbox"/>	_____
Field Studies	_____	_____	_____	<input type="checkbox"/>	Field Studies	_____	_____	_____	<input type="checkbox"/>	_____
Indep Study	_____	_____	_____	<input type="checkbox"/>	Indep Study	_____	_____	_____	<input type="checkbox"/>	_____
Other blank	_____	_____	_____	<input type="checkbox"/>	Other blank	_____	_____	_____	<input type="checkbox"/>	_____

**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 1<sup>st</sup> and 2<sup>nd</sup> 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

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

**OLD** 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.

**NEW** 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.

**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

- ☒ Units
- ☐ Staffing formula and enrollment limits
- ☒ Prerequisites/corequisites
- ☐ Catalog description
- ☒ Course content
- ☐ References
- ☐ GE
- ☐ Other

**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 5<sup>th</sup> will be effective in the Fall 2008 catalog):** Fall 2008

Merilyn Buchanan

10/20/2007

Proposer of Course Modification

Date

## 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.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Learning and Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

Dean of Faculty		
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Signature

Date