

NEW COURSE PROPOSAL

PROGRAM: MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM

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 523: LITERACY 2: MULTICULTURAL/MULTILINGUAL (4)

Four hours lecture/discussion per week

Prerequisite: Admission to the Multiple Subject Teacher Credential Program

Corequisite: EDMS 562 (1-2 units) or EDMS 565

Differentiated instruction and scaffolding for English language learners, special education (including gifted) and English only students. Topics include reading and writing skills across the content areas and literature-based instruction for native English speakers and English Language Learners in English-only, Multilingual and Bilingual contexts. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	4	1	25
Seminar			
Laboratory			
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.

Students who successfully complete this course will be able to:

- Describe how first and second language are acquired
- Describe the reading process and its relationship to thought, language and learning
- Demonstrate how people learn to read and write in their first and second language
- Delineate current approaches to the teaching of reading and writing and the theoretical bases of such approaches
- Delineate current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms in upper grade classrooms
- Delineate current approaches to teaching reading and writing across the curriculum with attention to English learners and special populations
- Use classroom diagnostic techniques, assessment and evaluation procedures with all students including English learners
- Delineate current approaches to the teaching of reading and writing to children with special learning needs
- Conduct ELD instruction, underlying theory and best practice
- Use instructional practices that promote ELD, and management of first and second language curriculum and instruction and classroom organization
- Describe home and community literacy practices
- Develop strategies, methods and materials for ELD, based on level of proficiency
- Demonstrate adaptive assistance for students from special populations, including gifted and talented.

