

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): 11-02-2007 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)

OLD

Prefix EDMS Course# 523 Title LITERACY 2:
MULTICULTURAL/MULTILINGUAL (4) Units (4)
4 hours lecture per week
hours blank per week

NEW

Prefix EDMS Course# 523 Title LITERACY 2:
MULTICULTURAL/MULTILINGUAL Units (3)
3 hours lecture per week
hours blank per week

Prerequisites: EDMS 522

Corequisites: EDMS 562 OR EDMS 565 OR EDMS 575

Description (Do not use any symbols): 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.

Prerequisites: EDMS 522

Corequisites: Field placement, student teaching

Description: Differentiated literacy instruction and scaffolding for English learners, special education (including gifted) and English only students. Topics include reading and writing skills, literature-based instruction for native English speakers and English learners in English-only, Multilingual and Bilingual contexts. Appropriate technologies for teaching and learning are integrated.

Gen Ed Categories
 Lab Fee Required
 Graded
 CR/NC
 Repeatable for up to _____ units
 Multiple Enrollment in same semester
 Optional (Student's choice)

Gen Ed Categories
 Lab Fee Required
 Graded
 CR/NC
 Repeatable for up to _____ units
 Multiple Enrollment in same semester
 A - F
 Optional (Student's choice)

American Institutions, Title V Section 40404: Government US Constitution US History (Refer to EO 405, for more information at: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

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>4</u>	<u>1</u>	<u>25</u>	<input checked="" type="checkbox"/>	Lecture	<u>3</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. State-adopted academic content standards for students

NEW

A. State-adopted academic content standards for

- B. Foundational issues of teaching reading, writing, and language
- C. Research based theories and principles of human learning and development for ELA instruction
- D. English Language Development and Literacy for English Language Learners
- E. School based organizational structures for English Only and English Language Learners
- F. Initial Assessment, progress monitoring and summative assessment for English Language Learners for language development and knowledge of in the content core curriculum
- G. Writing theory and practice for English Only and English Language Learners
- H. Organizing, managing and evaluating reading language arts instruction
- I. Reading and Writing assessment for English Only and English Language Learners

- Language Arts for 3-8 students
- B. Equity and access issues in teaching reading, writing, and language across the core curriculum content areas
- C. Research based theories and principles of human learning and development and instruction for English language acquisition, English language development and literacy for English learners
- D. School and classroom structures for the organization, management and evaluation of reading instruction English Only and English Learners in 3-8 grades
- E. Entry level assessment, progress monitoring and summative assessment of reading for English learners
- F. Writing theory, practice and assessment for English Only and English Learners

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. 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.

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. Students who successfully complete this course will be able to:

- Describe how first and second language is acquired
- Give an account of current approaches to the teaching of reading and writing in culturally and linguistically diverse upper grade elementary classrooms and the theoretical bases of such approaches
- Demonstrate some of the current approaches used to teach 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 and children with special learning needs
- Use instructional practices that promote English Language Development (ELD), and show appropriate management of first and second language curriculum and instruction and effective classroom organization
- Prepare a case study of selected students that describes home and community literacy practices, provides an analysis of assessment results and indicates appropriate instructional goals
- Develop strategies, methods and materials for ELD, based on students' levels of proficiency
- Demonstrate adaptive assistance for students from special populations, including gifted and talented.

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

OLD Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: word study for phonics, vocabulary, and spelling instruction* (2nd ed.). Prentice Hall.

- Cunningham, P., Hall, D., & Sigmon, C. (1999). *The teacher's guide to the four blocks: A multimethod, multilevel framework for grades 1-3*. Greensboro, NC: Carson-Dellosa.
- Fountas, I.C. and Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
- Fountas, I.C. and Pinnell, G.S. (1996), *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Keene, Ellin & Zimmerman, Susan. (1997). *Mosaic of thought*. Heinemann.
- Opitz, M. and Ford, M. (2001). *Reading Readers: Flexible and Innovative Strategies for Guided Reading*. Heinemann.

NEW *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. (2000)

Fountas, I., & Pinnell, L. Portsmouth, NH: Heinemann

The Reading Teacher's Book Of Lists. (2006) Fry, E., Kress, J., & Fountoukidis, D. Edition: 4 San Francisco, CA. Jossey-Bass

The Writing Teacher's Book Of Lists With Ready To Use Activities And Worksheets. (2004). Muschla, G. San Francisco, CA. Jossey-Bass

Esperanza Rising, Munoz Ryan, P. (2002) Blue Sky Press

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: Some of the course content aimed at grade K-3 will be taught in EDMS 522. EDMS 523 will be reduced by one unit and EDMS 522 will be increased by one unit.

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 5th will be effective in the Fall 2008 catalog): Fall 2008

Merilyn Buchanan

11-02-2007

Proposer of Course Modification

Date

Approval Sheet

Program/Course: EDMS 523

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