

NEW COURSE PROPOSAL

PROGRAM: SINGLE SUBJECT TEACHING 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.]*

EDSS 533. TEACHING WRITING AND LITERATURE IN SECONDARY SCHOOLS (3)

Three hours lecture/discussion a week.

Prerequisite: Must be admitted to the Single Subject Credential Program.

Co-Requisite: EDSS 570 (1-2 units): or EDSS 575

A study of content and methods in teaching critical expository writing, including methods of research and documentation and content and methods in teaching literature to secondary students. Focuses on the teaching of major literary genres. Emphasizes reflective practice based on California Standards for the Teaching Profession and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u>1</u>	<u>20</u>
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 is a required course for students seeking a Single Subject Credential in English.

Students who successfully complete this course will be able to:

- develop teaching strategies that will help students in grades 7-12 use the writing process to develop and improve their writing skills and their writing products
- demonstrate, in writing and discussion, an understanding of the theory and practice of teaching writing
- create lesson plans aligned to the Academic Content Standards
- use technological resources in teaching writing and literature and infuse technology into planning and teaching.
- consider the diversity of learners and learning environments when teaching and planning for instruction.
- Choose literature appropriate for the levels and learning needs of diverse 7-12 students
- read about and discuss multicultural and interarts approaches to teaching literature
- make instructional accommodations for diverse learners (English Learners and special needs candidates included) in planning and teaching writing and literature.
- design effective assignments across all literary genres
- create and use a variety of assessment strategies in their lessons.
- develop strategies for responding to and evaluating student writing, both in drafts and in final versions

4. Is this a General Education Course YES NO
 If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

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

Each concept below will be addressed within the context of teaching and pedagogy.

The Writing Process

Invention/Drafting

Revising

Levels of Formality in Writing

Considering Audience

Narration, Exposition, Analysis

Peer Review of Writing

Research Writing

Teaching the Literary Genres:

Fiction

Poetry

Drama

Teaching Using Literary Methods:

Close Reading

Schools of Criticism: Traditional, Formalist, Postmodernist, Feminist, Ethnocriticism

Reading Multicultural Literatures

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

James Kinneavy: *A Theory of Discourse*. NY: WW Norton, 1980.

Elbow, Peter. *Writing Without Teachers*. NY: Oxford University Press, 1997.

Newkirk, Thomas. *The Performance of Self in Student Writing*. NH: Boynton/Cook Publishers/HEINEMANN, 1997.

Powell, Rebecca. *Literacy as a Moral Imperative: Facing the Challenges of a Pluralistic Society*. NY: Rowman & Littlefield Publishers, 1999.

Faigley, Lester. *Fragments of Rationality: Postmodernity and the Subject of Composition*. Boston/NY: Bedford/St. Martin's Press, 2001.

Cushman, Ellen et. al. *Literacy: A Critical Sourcebook*. Boston/NY: Bedford/St. Martin's Press, 2001. Cushman, Ellen et. al. *Literacy: A Critical Sourcebook*. Boston/NY: Bedford/St. Martin's Press, 2001.

Vesterman, W. Literature: an Introduction to Critical Reading. NY: Harcourt, Brace, 1993.

Guerin, W. A Handbook of Critical Approaches to Literature. NY: Oxford UP, 1999

Abrams, M.H. A Glossary of Literary Terms. NY: Harcourt, Brace, 1993.

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

Education Faculty

8. **Frequency.**

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

9. **New Resources Required.**

Library resources

Technology resources

10. **Consultation.**