

**NEW COURSE PROPOSAL**

PROGRAM: SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM

**Catalog Description of the Course.**

**EDSS 540. LITERACY IN SECONDARY SCHOOLS (3)**

Three hours lecture/discussion per week.

Prerequisite: Admission to the Single Subject Credential Program.

Corequisite: EDSS 570 (1-2 units): or EDSS 575

Secondary students will learn methods and techniques for reading, writing, language and literacy across the secondary curriculum including students with varied language backgrounds. Emphasis on how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. This course addresses the special needs of proficient readers and adolescents who struggle as readers. Includes approaches and methods that are consistent with a comprehensive, systematic program, and are aligned with the state adopted academic content standards for students in English language arts and the reading/language arts framework. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	<u>3</u>	<u>1</u>	<u>25</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 course is a required course in the Single Subject Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

Students who successfully complete this course will:

- Explain the challenges of working with assumptions (personal and systemic) that ascribe literacy “responsibility” to only a few content areas.
- Develop a growing awareness of the complexity of literacy acquisition and of defining literacy.
- Explain how context and culture affect literacy development.
- Develop reading and writing activities so that students of varied literacy backgrounds have access to a variety of texts.
- Use a wide variety of strategies to help students access content-area texts.
- Use Specially Designed Academic Instruction in English and apply its strategies effectively/appropriately in designing lessons.
- Integrate literacy activities in content instruction to facilitate students’ learning content knowledge while at the same time growing as readers and writers.
- Develop methods for diagnosing students’ literacy skills in the context of their content area.
- Assess the appropriateness of reading materials for students in their content areas.

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

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Mathematics &amp; Sciences)</b>	

<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

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

- I. What is Literacy and How Does It Relate to Content Courses?  
Content Literacy
- II. A Conceptual Framework for Literacy Development
- III. Understanding the Reading Process
- IV. Context, Culture and Comprehension  
Using Schema to Construct Meaning
- V. Learning to Read vs Reading to Learn
- VI. Specially Designed Academic Instruction in English
- VII. Reading Scaffolding Activities Across the Curriculum  
Vocabulary Development  
Metacognitive Activities  
Use of Prior Knowledge and Interests  
Interacting with Text
- VIII. Text Structures/Organization Across Content Areas
- IX. Writing Strategies Across the Curriculum  
Writing to Learn  
Reflective/Exploratory Writing Across the Curriculum
- X. Strategic Learning Activities
- XI. Selecting Appropriate Reading Materials  
Assessing the Readability of a Text
- XII. Informal Diagnosis of Students' Reading Skills

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

- Krashen, Stephen. 1993. *The Power of Reading*. Englewood, Colo.: Libraries Unlimited, Inc.
- Chamot, Anna Uhl, and Micheal O'Malley. 1994. *The CALLA Handbook: How to Implement the Cognitive Academic Language Learning Approach*. Reading, Mass.:Addison-Wesley Longman.
- Vaca, Richard T. , and Joanne L. Vacca. 1996. *Content Area Reading*. New York, NY: Harper Collins.
- Short, Deborah J. 1991. "Integrating Language and Content Instruction: Strategies and Techniques." In *National Clearinghouse for Bilingual Education- Program Information Series*. Washington, DC: National Clearinghouse for Bilingual Education.
- Schifini, Alfredo. 1991. "Language, Literacy, and Content Instruction: Strategies for Teachers." In K Spangenberg-Urbschat and R. Pritchard (Eds.), *Kids Come in All Languages: Reading Instruction for ESL Students*. Newark, DE: International Reading Association.

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

Education Facultyh

**8. Frequency.**

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

**9. New Resources Required.**

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Erik Johansen and Jeanne Grier Jan 9, 2003  
 Proposer of Course Date  
 NEWCRSFR 9/30/02