

EDMS 319A: LANGUAGE AND LITERACY I FOR THE DIVERSE K-8 CLASSROOM

In Workflow

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Approval Path

1. Sun, 28 Aug 2022 01:16:26 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Sun, 28 Aug 2022 16:05:43 GMT
Deidre Sessoms (dsessoms): Approved for ED College Committee Chair
3. Sun, 28 Aug 2022 16:08:11 GMT
Deidre Sessoms (dsessoms): Rollback to ED College Committee Chair for ED Dean
4. Thu, 08 Sep 2022 22:24:57 GMT
Bitia Rivas (b.rivas): Approved for ED College Committee Chair
5. Wed, 21 Sep 2022 00:05:04 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

Date Submitted: Sun, 21 Aug 2022 20:02:32 GMT

Viewing: EDMS 319A : Language and Literacy I for the Diverse K-8 Classroom

Last edit: Sun, 28 Aug 2022 16:05:33 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Leslie Banes	l.banes@csus.edu	530-828-6963

Catalog Title:

Language and Literacy I for the Diverse K-8 Classroom

Class Schedule Title:

Elem Literacy I - Methods

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

EDMS - Multiple Subject Credentials

Catalog Number: (course number)

319A

Course ID: (For administrative use only.)

123241

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

1. New course description to differentiate from 319B and to highlight new required Literacy Teaching Performance Expectations from the Commission on Teacher Credentialing (our external accrediting body)
2. Adding SLOs to Form A and they are changing (CTC new Literacy TPEs), needed to differentiate the SLOs in 319A from 319B. SLOs now include the Social Justice standards
3. Adding assignments and other newly required information, and these are changing to assess the new SLOs
4. Changing course classification from discussion (2 units) and field study (1 unit) to discussion, because the course no longer has a separate field study component. This was difficult to regularly enact in local schools.
5. Pre-requisite added (admission to the MAT with credential program) but it does not need to be enforced at registration because we cohort candidates in these courses and they are not visible in the schedule.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Develops understandings, attitudes, and competencies needed for effective instruction of language and literacy for mainstream populations, English Learners/Emergent Bilinguals, and students with special needs. Instructional strategies for teaching concepts about print, phonemic awareness, phonics, fluency, vocabulary, and comprehension of narrative/informational/ argument texts with an emphasis on meaning making. Instructional planning aligned with current content standards and the Social Justice Standards. Informal and formal assessment strategies that inform planning and instruction foundational skills and reading comprehension. Lecture and discussion.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Admission to the MAT with Multiple Subject teaching credential program

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Demonstrate the ability to design and deliver literacy instruction that integrates the five key themes of a robust and comprehensive literacy instructional program (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills (all LTPEs)	Interactive Read Aloud Assignment
2	Demonstrate the ability to design and deliver instruction in reading and vocabulary to provide all students, including English Learners/Emergent Bilinguals and students with special needs access to the California Common Core State Standards (UTPEs 1.1; 3.1; 3.2; LTPEs 1, 2, 3).	Dyslexia Module, Interactive Read Aloud Assignment
3	Apply working knowledge of the California English Language Arts/English Language Development Framework and the Social Justice Standards in the design of reading instruction (UTPEs 3.1, 3.2, 3.5 & 4.4; LTPEs 1, 2).	Interactive Read Aloud Assignment, Foundational Skills Lesson Design & Peer Rehearsal
4	Develop lessons that integrate instruction of reading with a critical lens of literary and informational texts across all content areas, including multimodal texts and digital literacies (UTPEs 3.1, 3.2, & 4.3; LTPEs 3, 5, 6).	Foundational Skills Lesson Design & Peer Rehearsal
5	Promote a positive environment for literacy development by using student identities, backgrounds, home languages, and interests as valuable resources for learning (UTPEs 1.1, 1.4, & 4.1; LTPEs 4, 5).	In Class Discussion and Reflections
6	Use appropriate teaching strategies that build on students' skills to find textual evidence to support an argument or opinion (UTPEs 3.2, 3.5, & 4.3; LTPEs 3, 5).	In Class Reflections and Rehearsals

7	Design lessons with explicit instruction of foundational skills and reading comprehension strategies, and opportunities to read purposefully and listen attentively, including shared reading and guided reading (UTPEs 3.1, 3.2, & 4.3; LTPEs 3, 6, 7).	Interactive Read Aloud Assignment, Lesson Plan Template
8	Offer students multiple opportunities for oral and written discourse to apply their developing knowledge of how English works (UTPEs 1.4, 2.2, 3.4, 3.5, & 4.3; LTPEs 4, 5).	Interactive Read Aloud Assignment, Foundational Skills Lesson Design & Peer Rehearsal
9	Use a variety of reading assessments to gather data about student strengths and areas of need to guide lesson design and classroom activities, including assessments for foundational skills, reading comprehension, and authentic assessments for English Learners/Emergent Bilinguals (UTPEs 5.1 & 5.2; LTPEs 1, 2, 7).	Case Study, Cross-grade Reading Skill Assessment, Data Set Response

Attach a list of the required/recommended course readings and activities:

EDMS 319A_Fall2022_Sample Syllabus.docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

Master of Arts in Teaching (Multiple Subject)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Disciplinary knowledge

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

N/A

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Please attach any additional files not requested above:

EDMS 319A_Fall2022_Sample Syllabus.docx
Interactive Read Aloud Spring 21.docx
Signature Assignment_Case Study - Wagaman Fall 2021.docx
319A Foundational Skills Lesson Design _ Peer Rehearsal.docx
Class Data Analysis Sheet.pdf
Dyslexia Module.pdf

Reviewer Comments:

Deidre Sessoms (dsessoms) (Sun, 28 Aug 2022 16:08:11 GMT): Rollback: Approved in error.

Key: 1376