

EDMS 319B: LANGUAGE AND LITERACY II FOR THE DIVERSE K-8 CLASSROOM

In Workflow

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Approval Path

1. Sun, 28 Aug 2022 01:16:34 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 08 Sep 2022 22:25:17 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Wed, 21 Sep 2022 00:09:25 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Sep 28, 2019 by Stephanie Biagetti (sbiagetti)
2. Jun 15, 2022 by 301127606

Date Submitted: Sun, 21 Aug 2022 20:03:58 GMT

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Last approved: Wed, 15 Jun 2022 14:01:26 GMT

Last edit: Wed, 21 Sep 2022 00:09:22 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 II for the Diverse K-8 Classroom

Class Schedule Title:

Elem Literacy II - 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)

319B

Course ID: (For administrative use only.)

203152

Units:

2

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites 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?

No, final exam does not require a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

1. New course description to differentiate from 319A (they used to have the same course description and same SLOs) and to highlight new required Literacy Teaching Performance Expectations from the Commission on Teacher Credentialing (our external accrediting body)
2. Changing SLOs (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 lecture/recitation to lecture/discussion (1 unit) to match the course classification in EDMS 319A and because lecture/discussion is more accurate for the course.

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

Extends understandings, attitudes, and competencies needed for effective instruction of language and literacy related to writing instruction for mainstream populations, English Learners/Emergent Bilinguals, and students with special needs. Instructional strategies for teaching writing in various genres (narrative, informational, argument), formal and informal writing, conventions, writing to learn, response to reading, writing process, and writing across the curriculum. Instructional planning aligned with content standards and social justice teaching. Assessment strategies that inform planning and instruction of writing. 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:

EDMS 319A

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

2

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).	Genre Study Content Specific Student Teaching Lesson Analysis of Literacy from Classroom Placement
2	Demonstrate the ability to design and deliver instruction in writing 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	Genre Study Content Specific Student Teaching Lesson Genre Study Analysis of Literacy from Classroom Placement
3	Apply working knowledge of the California English Language Arts/English Language Development Framework and the Social Justice Standards in the design of writing instruction (UTPEs 3.1, 3.2, 3.5 & 4.4; LTPEs 1, 2).	Content Specific Student Teaching Lesson Genre Study
4	Develop lessons that integrate instruction of writing with a critical lens in various genres (narrative, informational, and argument/ opinion) across all content areas, including multimodal texts and digital literacies (UTPEs 3.1, 3.2, & 4.3; LTPEs 3, 5, 6).	Interview with Cooperating Teacher Genre Study Response to Reading, Class Discussion
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)	Interview with Cooperating Teacher Genre Study In Class Reflection & Discussion
6	Use appropriate teaching strategies that build on students' skills to support an argument or opinion and write more sophisticated texts (UTPEs 3.2, 3.5, & 4.3; LTPEs 3, 5).	Genre Study Content Specific Student Teaching Lesson

7	Design instruction that implements the writing process, writing workshops, writing for specific purposes and audiences, and writing to take action for social justice (UTPEs 3.1, 3.2, & 4.3; LTPEs 5, 6, 7).	Genre Study Content Specific Student Teaching Lesson
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).	Genre Study Content Specific Student Teaching Lesson Analysis of Literacy from Classroom Placement
9	Use a variety of writing assessments to gather data about student strengths and areas of need to guide lesson design and classroom activities, including authentic assessments for English Learners/Emergent Bilinguals (UTPEs 5.1 & 5.2; LTPEs 1, 2, 7).	Genre Study, Literacy Skills Analysis

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

Suggested Readings for EDMS 319B.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
Communication
Disciplinary knowledge
Intercultural/Global perspectives

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 319B spring 2022 sample syllabus.docx
Genre Study_ The Teaching and Learning Cycle _ Lesson Plan .docx
CT writing interview spring 2022 (1).docx
Signature Assignment Literacy Skills Analysis_Spring 2023_81722.docx
EDMS 319B Literacy Skills Analysis rubric_Spring 2023_81722.docx

Key: 1377