

I. CATALOG INFORMATION

- A. Discipline: EDUCATION
- B. Subject Code and Number: EDU M10
- C. Course Title: Developing Literacy in Diverse Classrooms
- D. Credit Course units:
- Units: 3
- Lecture Hours per week: 3
- Lab Hours per week : 0
- Variable Units : No

- E. Student Learning Hours:
- Lecture Hours:
- Classroom hours: 52.5 - 52.5
- Laboratory/Activity Hours:
- Laboratory/Activity Hours 0 - 0

Total Combined Hours in a 17.5 week term: 52.5 - 52.5

- F. Non-Credit Course hours per week _____
- G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit
- H. Is the course co-designated (same as) another course: No ☒ Yes ☐
- If YES, designate course Subject Code & Number: _____

- I. Course Description:
- Provides an understanding of learning and teaching literacy in a diverse, technologically complex society. Focuses on providing students with knowledge of a comprehensive balanced literacy approach. Includes an understanding and use of the major descriptors of developing literacy, appropriate assessment methods and instruments, and a developmental and analytical appreciation for writing strategies, conventions, applications, and interpretation of texts and genres.

- J. Entrance Skills
- *Prerequisite: No ☒ Yes ☐ Course(s) _____
- *Corequisite: No ☒ Yes ☐ Course(s) _____
- Limitation on Enrollment: No ☒ Yes ☐ _____
- Recommended Preparation: No ☒ Yes ☐ Course(s) _____

Other:

No ☒ Yes ☐

K. Other Catalog Information:

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	demonstrate knowledge of the following in the context of reading and writing: phonemic awareness, including the similarities and differences among groups of phonemes; differences between phoneme awareness and phonics; predictable patterns of sound-symbol and symbol-sound relationships in English; common difficulties experienced by beginning English learner (EL) students.	Skill Demonstration Objective Exams Projects
2	understand the range of second-language development issues related to the interaction of an EL student's first language and English as these issues relate to reading and writing.	Reports/Papers/ Journals Projects Case study analysis
3	recognize special features in reading and writing that may identify a student's literacy development as exceptional, distinguishing between inter-language and other language disability risk factors.	Essay Exam Skill Demonstration Reports/Papers/ Journals Case study analysis
4	understand the use of the major descriptions of developing literacy. In English speakers and English learners, be able to identify the progressive development of phonemic awareness, decoding, comprehension, word recognition, and spelling; understand how these processes interact with the development of concepts, vocabulary and contextual analysis in written communication and apply an understanding of verbal language development from pre-production to intermediate fluency to plan instruction.	Objective Exams Small group exercises Case study analysis
5	apply knowledge of the implications that language development and differences have for the processes of learning to read, write and learn.	Essay Exam Skill Demonstration Case study analysis
6	apply a range of assessment methods and instruments to the respective and interrelated developing abilities in reading (decoding and comprehension), vocabulary, and spelling conventions.	Skill Demonstration Small group exercises Case study analysis
7	demonstrate knowledge of the California regulations on assessment of EL students with California English Language Development Test (CELDT); all students; and interpretation of these assessments.	Skill Demonstration Small group exercises Case study analysis

8	recognize, understand and use a range of conventions in written Standard English.	Skill Demonstration Small group exercises Case study analysis
9	understand the: stages of the writing process, including revision and editing; purpose and techniques of various prewriting strategies.	Essay Exam Skill Demonstration Small group exercises Case study analysis
10	demonstrate knowledge of composition; analyze writing according to conventions in different genres.	Skill Demonstration Objective Exams Case study analysis
11	demonstrate ability to: use a variety of research and scholarly sources, both print and electronic; interpret the research findings and construct own report; cite research sources, using recognizable and accepted conventions for doing so; use bibliographic citations in a standard format.	Skill Demonstration Objective Exams Projects Small group exercises
12	demonstrate understanding of structural features and applications in various types of expository and narrative materials, including popular media such as magazines, newspapers, and Internet sources.	Projects Small group exercises Objective Exams
13	understand and evaluate use of elements of persuasive argument in print, videos, and other media.	Skill Demonstration Debates Small group exercises
14	evaluate the structure, purpose, and potential uses of visual text features, such as graphics, illustrations, and maps.	Projects Small group exercises Objective Exams
15	recognize and analyze instances of bias and stereotyping in a text.	Skill Demonstration Small group exercises Case study analysis
16	evaluate and apply knowledge of text complexity and reader variables to match readers with text and task.	Classroom Discussion Skill Demonstration Objective Exams

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
	This course is designed to meet the content domain Standards of Program Quality and Effectiveness for Subject Matter Understanding and Skill in Reading, Language and Literature, as described by the California Commission on Teacher Credentialing.	

34.00%	The course integrates all (designated with *) or part of the following domains as they apply to the development of reading, literature and written language: Domain 1: Language and Linguistics 1.1 Language Structure and Linguistics 1.2 Language Development and Acquisition * 1.3 Literacy * 1.4 Assessment	1, 2, 3, 4, 5, 6, 7
33.00%	Domain 2: Non-Written and Written Communication 2.1 Conventions of Language 2.2 Writing Strategies 2.3 Writing Applications 2.4 Non-Written Communication Developmental stages * 2.5 Research Strategies	8, 9, 10, 11
33.00%	Domain 3: Reading Comprehension and Analysis 3.2. Reading Informational Text 3.3 Text Complexity	12, 13, 14, 15, 16

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	a paper and presentation to explore how reading and writing skills and strategies for literacy are taught.
2	a paper and presentation to plan instructional approaches used to teach literacy (pre-production to intermediate fluency) in both written and non-written communication, according to children's developing abilities in such areas.
3	literacy journals to explore students' own preferences for particular reading and writing genres to develop an understanding of how these preferences may influence how they teach particular genres in both reading and writing.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	participate in cooperative cohort groups and create educational presentations for the entire class.
2	write a book critique to analyze a children's book for examples of racism and sexism.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	analyze various instructional approaches used in literacy instruction, note how they compare and contrast, and discuss their strengths and weaknesses.
2	engage in oral and written debates in which they will develop arguments to defend certain positions regarding literacy pedagogy.
3	develop a curriculum plan that integrates the California Common Core State Standards for English Language Arts with a student selection of grade appropriate literature as the basis for building the curriculum plan using a balanced literacy approach with emphasis on the reading and writing processes.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

☒ Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

☒ Lecture/Discussion

☐ Laboratory/Activity

☒ Other (Specify) Guest Speakers
Group Projects
Discussion/Seminar
Audio Visual

☒ Optional Field Trips

☐ Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion | <input checked="" type="checkbox"/> Skill Demonstration |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation |
| <input checked="" type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Participation in classroom exercises and activities:

Debates

Small group exercises

Case study analysis

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Botelho, Maria J., and Masha Rudman. Critical Multicultural Analysis of Children's Literature: Windows, Mirrors and Doors. Routledge, 2009.

Tompkins, Gale. Literacy for the 21st Century: A Balanced Approach. 7th ed. Pearson, 2017.

Temple, Charles, et al. All Children Read: Teaching for Literacy in Today's Diverse Classroom. 5th ed. Pearson, 2018.

California Department of Education "California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects." California Department of Education
www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf

VIII. STUDENT MATERIALS FEES

☒ No ☐ Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
UC Irvine	EDUC 30	21st Century Literacies	4
California State University Channel Islands	LS 220	Developing Literacy in Diverse Classrooms	3
College of Marin	ECE 137	Emergent Literary in the Early Childhood Classroom	3

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
Master's degree in education OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

☐ Pass/No Pass only (no letter grade possible); or
☒ Letter grade (P/NP possible at student option)

2. Degree status:

Either ☒ Associate Degree Applicable; or ☐ Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: ☐ No: ☒ If YES, what section(s)?

☐ A1 - Natural Sciences - Biological Science
☐ A2 - Natural Sciences - Physical Science
☐ B1 - Social and Behavioral Sciences - American History/Institutions
☐ B2 - Social and Behavioral Sciences - Other Social Behavioral Science
☐ C1 - Humanities - Fine or Performing Arts
☐ C2 - Humanities - Other Humanities
☐ D1 - Language and Rationality - English Composition
☐ D2 - Language and Rationality - Communication and Analytical Thinking
☐ E1 - Health/Physical Education
☐ E2 - PE or Dance
☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: ☒ No: ☐

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: ☐ No: ☒ If YES, which area(s)?

A1 ☐ A2 ☐ A3 ☐ B1 ☐ B2 ☐ B3 ☐ B4 ☐

☐ ☐ ☐ ☐ ☐ ☐

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C1 ☐ C2 ☐ D1 ☐ D2 ☐ D3 ☐ D4 ☐ D5 ☐
D6 ☐ D7 ☐ D8 ☐ D9 ☐ D10 ☐ E ☐

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: ☒ No: ☐
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: ☐ No: ☒

IGETC Area 1: English Communication

- ☐ English Composition
- ☐ Critical Thinking-English Composition
- ☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- ☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

- ☐ Arts
- ☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

- ☐ Anthropology and Archaeology
- ☐ Economics
- ☐ Ethnic Studies
- ☐ Gender Studies
- ☐ Geography
- ☐ History
- ☐ Interdisciplinary, Social & Behavioral Sciences
- ☐ Political Science, Government & Legal Institutions
- ☐ Psychology
- ☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- ☐ Physical Science Lab or Physical Science Lab only (non-sequence)
- ☐ Physical Science Lecture only (non-sequence)
- ☐ Biological Science
- ☐ Physical Science Courses
- ☐ Physical Science Lab or Biological Science Lab Only (non-sequence)
- ☐ Biological Science Courses
- ☐ Biological Science Lab course

- ☐ First Science course in a Special sequence
- ☐ Second Science course in a Special Sequence
- ☐ Laboratory Activity
- ☐ Physical Sciences

IGETC Area 6: Language other than English

- ☐ Languages other than English (UC Requirement Only)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research using the Library's print and online resources for a research paper on a topic relevant to P-6 literacy education, such as the Common Core State Standards, balanced literacy instruction, or reading and writing skills and strategies.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

EDU M10: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:
<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will recognize, allocate, and organize reading and other teaching resources.
2. Interpersonal: the students will work with other students in planning lessons, exploring student resources, and organizing group projects.
3. Information: the students will acquire and evaluate information pertinent to the teaching field.
4. Systems: the students will demonstrate an understanding of the American education system's literacy instruction practices and tradition.

5. Technology: the students will identify the appropriate technology for teaching different literacy lessons and skills.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will demonstrate proficient reading, writing, and communicating skills.
2. Thinking Skills: the students will practice and demonstrate creative thinking, knowing how to learn, and reasoning skills.
3. Personal Qualities: the students will demonstrate appropriate responsibility, sociability, and self-management as s/he learns to work with children.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

- ☒ Online (course will be delivered 100% online)
- ☒ Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- ☒ Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
- ☐ Lab activities will be conducted onsite
- ☐ Televideo (Examinations and an orientation will be held onsite)
- ☐ Teleconference
- ☐ Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Using the Course Management System (CMS) adopted by VCCCD, instructors may engage students using the following communication activities:

- Provide students with an opportunity to ask questions of fellow students and the instructor using the "discussion forum" tool provided by the CMS. - Contact students via email within the CMS, by campus email, and/or MyVCCCD. - Meet with students for study sessions and online office hours using an online communication tool like CCC Confer, Wimba, or Elluminate, where instructors and students may speak with one another using VoIP or phone. - Use the "announcement" tool to remind students of important assignments and due dates. - Provide students with an online schedule of class events using the "calendar" tool in the online CMS. - Provide students with written feedback on the content and quality of assignments and discussion posts.

4. Describe how instructors teaching this course will involve students in active learning.

Instructors may involve students in active learning in the following activities:

- Students may view video lessons and/or text-based lessons corresponding to course content and learning objectives (created by an instructor or by a publishing company). - Students may complete homework through the CMS and/or using an interactive online homework system provided by a publishing company. - Students may engage in Internet searches and Library online database resources on topics corresponding to course content and learning objectives. - Students may review primary documents and analyze content for application to early childhood education practices. - Students may test their knowledge with interactive online quizzes provided by a publishing company. - Students may interact with the instructor and classmates using an online discussion forum to ask questions. - Students may submit questions to the instructor by email or discussion board. - Instructor may create student groups or group activities using the CMS. - Instructor may assign individual hands-on activities and experiences, such as educator interviews. - Students may create blogs on course-related topics.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The following represent the methods by which content may be provided for learning:

- Instructional Videos - Textbook and professional education journals - Links to online resources that may include video, quizzes, text explanations and extensions, and primary documents - Written case studies of teacher, child, and classroom experiences will be presented as models for illustration and analysis. - Written and/or recorded lectures by the instructor.

6. Describe how instructors teaching this course will evaluate student performance.

Students may take objective and essay exams in a proctored on-ground environment or through the CMS.

Students may be required to do the following assignments: - Written observations of P-6 classrooms. - Complete reflective writing assignments focused on application of course content. - Complete regular online quizzes. - Complete written analysis of P-6 classroom video footage. - Participate in online discussion forums. - Complete research paper.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

EDU M10: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

EDU M10: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

EDU M10: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: EDUCATION

Discipline Code and Number: EDU M10

Course Revision Category: New Course

Course Proposed By:

Originating Faculty Shannon Coulter 08/25/2017

Faculty Peer: Cynthia Sheaks-McGowan 08/27/2017

Curriculum Rep: Cynthia Sheaks-McGowan 09/12/2017

Department Chair: Cynthia Sheaks-McGowan 09/12/2017

Division Dean: Howard Davis 08/28/2017

Approved By:

Curriculum Chair: Jerry Mansfield 11/10/2017

Executive Vice President: Julius Sokenu 10/15/2017

Articulation Officer: Letrisha Mai 10/04/2017

Librarian: Mary LaBarge 10/04/2017

Implementation Term and Year: Fall 2018

Approval Dates:

Approved by Moorpark College Curriculum Committee: 10/17/2017

Approved by Board of Trustees (if applicable): 12/15/2017

Approved by State (if applicable): 01/12/2018