

EDU M10: DEVELOPING LITERACY IN DIVERSE CLASSROOMS

Originator

scoulter

College

Moorpark College

Discipline (CB01A)

EDU - Education

Course Number (CB01B)

M10

Course Title (CB02)

Developing Literacy in Diverse Classrooms

Banner/Short Title

Developing Literacy

Credit Type

Credit

Start Term

Spring 2021

Catalog 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.

Taxonomy of Programs (TOP) Code (CB03)

0801.00 - Education, General (Pre-Professional) (Transfer)

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | demonstrate knowledge of, and appreciation for, culturally and linguistically diverse literature and language, focusing on the development of children's skills in reading, composition, and spelling to enhance their education and help them achieve or surpass grade-level expectations. |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| 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. |
| 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. |
| 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. |
| 5 | apply knowledge of the implications that language development and differences have for the processes of learning to read, write and learn. |
| 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. |
| 7 | demonstrate knowledge of the California regulations on assessment of EL students with English Language Proficiency Assessments for California (ELPAC); and interpretation of these assessments. |
| 8 | recognize, understand and use a range of conventions in written Standard English. |

9	understand the: stages of the writing process, including revision and editing; purpose and techniques of various prewriting strategies.
10	demonstrate knowledge of composition; analyze writing according to conventions in different genres.
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.
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.
13	understand and evaluate use of elements of persuasive argument in print, videos, and other media.
14	evaluate the structure, purpose, and potential uses of visual text features, such as graphics, illustrations, and maps.
15	recognize and analyze instances of bias and stereotyping in a text.
16	evaluate and apply knowledge of text complexity and reader variables to match readers with text and task.

Course Content

Lecture/Course Content

(34%) - 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.

- 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

(33%) - 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

(33%) - Domain 3: Reading Comprehension and Analysis

- 3.2. Reading Informational Text
- 3.3 Text Complexity

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
Essay exams
Film/video productions
Graphic/architectural designs
Group projects
Individual projects
Journals
Oral analysis/critiques
Objective exams
Oral presentations
Projects
Problem-solving exams

Participation
 Portfolios
 Quizzes
 Recitations
 Role playing
 Reports/Papers/Journals
 Reports/papers
 Research papers
 Skills demonstrations
 Skill tests or practical examinations
 Simulations
 Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Case studies
 Distance Education
 Demonstrations
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content.
 Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments

a paper and presentation to explore how reading and writing skills and strategies for literacy are taught.

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.

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.

Critical Thinking Assignments

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.

engage in oral and written debates in which they will develop arguments to defend certain positions regarding literacy pedagogy.

analyze various instructional approaches used in literacy instruction, note how they compare and contrast, and discuss their strengths and weaknesses.

Reading Assignments

read children's texts in various genres including expository and narrative texts, popular media such as magazines, newspapers, and Internet sources and evaluate and apply knowledge of text complexity and reader variables.

read the California regulations on assessment of EL students and interpretation of these assessments.

Outside Assignments

Representative Outside Assignments

write a book critique to analyze a children's book for examples of racism and sexism.

participate in cooperative cohort groups and create educational presentations for the entire class.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC Irvine	EDUC 30	21st Century Literacies	4
San Diego State Univ.	ED 201	Introduction to Literacy	3
CSU Channel Islands	LS 220	Developing Literacy in Diverse Classrooms	3

Comparable Courses within the VCCCD

EDU V10 - Literacy in Diverse Classrooms

EDU R124 - Teaching Literacy in Diverse Classrooms

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of Marin	ECE 137	Emergent Literary in the Early Childhood Classroom	3
Antelope Valley College	CFE 107	Literacy for Young Children	3
Chabot College	CHLD 120	Literacy for Children	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2018

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionTemple, Charles, et al (2018). *All Children Read: Teaching for Literacy in Today's Diverse Classroom* (5th). Pearson.**Resource Type**

Textbook

DescriptionTompkins, Gale (2017). *Literacy for the 21st Century: A Balanced Approach* (7th). Pearson. 978-013430320**Resource Type**

Other Resource Type

Description

California Department of Education. California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. 2013.

Resource Type

Other Resource Type

Description

California Department of Education. California English Language Development Standards: Kindergarten Through Grade 12. 2012.

Library Resources

Assignments requiring 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.

Sufficient Library Resources exist

Yes

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
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Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

EDUCATION

Review and Approval Dates**Department Chair**

9/21/2020

Dean

9/24/2020

Technical Review

10/2/2020

Curriculum Committee

10/6/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/09/2020

Control Number

CCC000588773

DOE/accreditation approval date

MM/DD/YYYY