

EDU R124: TEACHING LITERACY IN DIVERSE CLASSROOMS

Originator

wlevine

College

Oxnard College

Discipline (CB01A)

EDU - Education

Course Number (CB01B)

R124

Course Title (CB02)

Teaching Literacy in Diverse Classrooms

Banner/Short Title

Teaching Literacy

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides an understanding of learning and teaching literacy in a diverse, technologically complex society. This course focuses on providing students with knowledge of a comprehensive balanced literacy approach, including 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

Letter Graded

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 Develop a curriculum plan that integrates the California Common Core Standards for English Language Arts using grade-appropriate literature and a balanced literacy approach with emphasis on the reading and writing process.
- 2 Produce a range of effective activities and instruments that assess K-8 students' reading progress including a knowledge of decoding, comprehension, vocabulary, spelling, and phonemic awareness.

Course Objectives

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

- 1 Students are expected to develop knowledge of and appreciation for literature and language, focusing on the development of children's skills in reading, composition, and spelling in English. This course will include an understanding of cultural and linguistic diversity to enhance the education of all students and help them achieve or surpass grade-level expectations. [Specific standards that are fully or partially met for the Multiple Subject Teaching Credential and Professional Teacher Preparation Programs are included in brackets.] More specific objectives follow.
- 2 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 EL students. [RLL Domain 1.1 - Language and Linguistics: Language Structure and Linguistics]
- 3 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. [RLL Domain 1.2 - Language and Linguistics: Language Development and Acquisition]
- 4 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. [RLL Domain 1.2 - Language and Linguistics: Language Development and Acquisition]
- 5 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. [RLL Domain 1.3 - Language and Linguistics: Literacy; Domain 2.4 - Non-Written and Written Communication: Non-Written Communication Developmental Stages]
- 6 Apply knowledge of the implications that language development and differences have for the processes of learning to read, write and learn. [RLL Domain 1.4 - Language and Linguistics: Assessment]

7	Know and apply a range of assessment methods and instruments to the respective and interrelated developing abilities in reading (decoding and comprehension), vocabulary, and spelling conventions. [RLL Domain 1.4 - Language and Linguistics: Assessment]
8	Know the California regulations on assessment of EL students (CELDT); all students; and interpretation of these assessments. [RLL Domain 1.4 - Language and Linguistics: Assessment]
9	Recognize, understand and use a range of conventions in written Standard English. [RLL Domain 2.1 - Non-Written and Written Communication: Conventions of Language]
10	Understand the stages of the writing process, including revision and editing; purpose and techniques of various prewriting strategies. [RLL Domain 2.2 - Non-Written and Written Communication: Writing Strategies]
11	Demonstrate knowledge of composition; analyze writing according to conventions in different genres. [RLL Domain 2.3 - Non-Written and Written Communication: Writing Applications]
12	Demonstrate knowledge of composition; analyze writing according to conventions in different genres. [RLL Domain 2.3 - Non-Written and Written Communication: Writing Applications]
13	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. [RLL Domain 3.2 - Reading Comprehension and Analysis: Reading Informational Text]
14	Understand and evaluate use of elements of persuasive argument in print, videos, and other media. [RLL Domain 3.2 - Reading Comprehension and Analysis: Reading Informational Text]
15	Evaluate the structure, purpose, and potential uses of visual text features, such as graphics, illustrations, and maps. [RLL Domain 3.2 - Reading Comprehension and Analysis: Reading Informational Text]
16	Recognize and analyze instances of bias and stereotyping in a text. [RLL Domain 3.2 - Reading Comprehension and Analysis: Reading Informational Text]
17	Evaluate and apply knowledge of text complexity and reader variables to match readers with text and task [RLL Domain 3.3 - Reading Comprehension and Analysis: Text Complexity]

Course Content

Lecture/Course Content

1. Diversity in today's classrooms – culture, language, disability
 - a. Introduction to literacy issues in diverse populations
 - b. Effective literacy teaching and learning
 - i. learning theories
 - ii. language components and cueing systems
 - iii. classroom environment
 - iv. balanced approach to literacy instruction
 - v. understanding and interpreting research—balanced literacy
2. Understanding Literacy
 - a. Stages in the reading process
 - b. Genres
 - c. Stages in the writing process
 - d. Prewriting, revising and editing
 - e. Similarity between reading and writing processes
 - f. introduction to reading/language arts standards
3. Literacy assessment tools
 - a. Concepts about print
 - b. Phonemic awareness and phonics
 - c. Word identification
 - d. Fluency
 - e. Comprehension
 - f. Vocabulary
 - g. Writing
 - h. Spelling
 - i. Monitoring progress
 - i. rubrics
 - ii. portfolios
 - iii. self-assessment

- iv. assigning grades
- v. interpreting ELPAC results
- 4. Constructing meaning and facilitating comprehension
 - a. Learning vocabulary words
 - b. Developing in students strategies for understanding meaning
 - c. Etymologies
 - d. Effective teaching practices in helping students learn about words
 - e. Inter-language factors in constructing meaning
 - f. Understanding capable and less capable students
 - g. Comprehension process
 - h. Literacy strategies and skills
 - i. Use of visual text features
 - j. Becoming familiar with text structure
 - i. elements of story structure
 - ii. expository text structures
 - iii. poetic forms
 - iv. persuasive argument
 - v. graphic organizers
 - vi. interactive editing
- 5. Literacy Instruction
 - a. Choosing literature
 - i. genres and different writing in genres
 - ii. multicultural literature
 - iii. bias and stereotyping in literature and text
 - iv. literature focus units
 - b. Strategies for teaching literacy
 - i. literature circles
 - ii. reading workshop
 - iii. writing workshop
 - iv. basal reading
 - v. guided reading
 - vi. literacy centers
 - vii. reading recovery
 - viii. assessment
 - ix. motivation to read
 - x. assessing level of difficulty
 - xi. understanding the special needs of students
 - xii. differentiated instruction
 - c. Reading and writing in content areas
 - i. reading and writing as learning tools
 - ii. reading and writing to learn
 - iii. content area textbooks
 - iv. making content area textbooks more comprehensible
 - v. thematic units
 - d. Evaluating text complexity using quantitative measures and applying this to selecting appropriate readings for students
 - e. Employing background variable such as culture and first language and taking purpose and complexity into consideration when matching reading materials to students

Laboratory or Activity Content

None.

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):

Essay exams
 Essays
 Graphic/architectural designs
 Individual projects
 Objective exams
 Problem-Solving Assignments
 Quizzes
 Reports/papers
 Research papers
 Skills demonstrations
 Skill tests
 Written creation (poem, screenplay, song)

Instructional Methodology

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

Audio-visual presentations
 Class discussions
 Case studies
 Distance Education
 Demonstrations
 Group discussions
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research

Describe specific examples of the methods the instructor will use:

1. Students will read articles and view digital presentations to learn about planning a Literature Focus Unit. Students will then find appropriate children's literature of various genres either online or in person to include in a single lesson plan that teaches a single literary concept, such as *setting* or *character*. Student will submit a written lesson plan that details all reading and writing process steps, teacher directions, and student assessment plans.
2. Students will develop lesson plans and constructed-response assessments in reading and writing that include detailed support strategies for English Learner students.

Representative Course Assignments

Writing Assignments

1. Students will write a literature-based lesson plan to teach assigned two reading and writing Common Core State Standards in English Language Arts, as well as a California Standard in History or Art, or Next Generation Science Standard. All stages of the reading and writing process will be included.

Critical Thinking Assignments

1. Students will conduct a critical analysis of children's literature to determine types of bias, as well as distinguish books that promote equity and pride among all groups of students in a diverse classroom. Students will discuss and debate their conclusions with classmates in the CMS online discussion space.

Reading Assignments

1. Students will read primary sources and view videos from the California Department of Education, as well as current media on children's literature trends and supporting English Learners.

Skills Demonstrations

1. Students will conduct both qualitative and quantitative analysis of assigned children's literature, and demonstrate their understanding of these two approaches in selecting appropriate reading materials for diverse classrooms.

Outside Assignments

Representative Outside Assignments

All work in this course is completed independently. This include reading, video viewing, written responses to weekly discussions, and three written projects that require lesson planning to teach reading and writing using strategies taught throughout the course.

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**

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**

D Social Sciences
Approved

Area E: Lifelong Learning and Self-Development

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

Description
Tompkins, G.E. (2017). *Literacy for the 21st Century* (7th). Boston Pearson Education Inc..

Resource Type
Textbook

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

Resource Type

Textbook

Description

Bothelo, M.J., Rudman, M. K. (2009). *Critical Multicultural Analysis of Children's Literature: Windows, Mirrors and Doors*. New York: Routledge.

Resource Type

Other Instructional Materials

Description

California Department of Education (2015). *Executive Summary: English Language Arts/English Language Development Framework*. Sacramento, California Department of Education.

Library Resources**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**

Asynchronous Dialog (e.g., discussion board)

Document typical activities or assignments for each method of instruction

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. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. 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.

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.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, 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.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
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. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
Hybrid (51%–99% 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. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. 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.
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.

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Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
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. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

**100% online Modality:
Method of Instruction**

Document typical activities or assignments for each method of instruction

Asynchronous Dialog (e.g., discussion board)	Students will post reflections and analysis to the discussion area of the LMS, and respond to the posts of classmates to further discussion. Instructor will engage in individual communication with students in both the discussion area and through the LMS’s messaging system. The instructor will also communicate with the entire class through LMS Announcements.
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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

Additional local certifications required

California Multiple Subject K-8 Teaching Credential

Review and Approval Dates

Department Chair

09/28/2020

Dean

09/28/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000587949

DOE/accreditation approval date

MM/DD/YYYY