

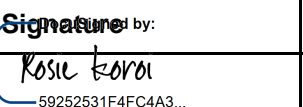
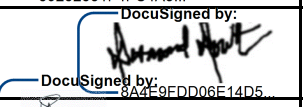
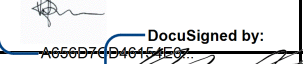

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Literacy and Literature II **Alpha Number:** EDU 314 **CIP No.** 13.1305

Type of Action:

- New Course (attach narrative justification for course creation)
- Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)
- Select all that apply:
- Change in number of credit hours
 - Change in prerequisite
 - Substantive change in course content
 - Change to SLOs
 - Other: _____
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- Non-substantive Revision
- Select all that apply:
- Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
 - Edit to course description that does not alter the substance of the course
 - Change to recommended texts
 - Other:-change in contact hours from 48 to 45
- Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).
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- Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

	Name	Signature	Date
Department Chair	Rosie Koroι	 59252531F4FC4A3...	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	 DocuSigned by: 8A4F9FDD06E14D5...	7/27/2024
Dean	Vasemaca Savu	 DocuSigned by: A656B7C040154E07...	7/31/2024
VPASA	Dr. Elizabeth Switaj	 69BE69BDDC20455...	8/2/2024

CMI COURSE OUTLINE

CIP No. 13.1305

Version No. 3

EDU 314
Alpha Number

Literacy and Literature II
Course Title

Course

Description: Develops teacher candidates as writers so that they may apply their experiences to engage elementary students in the writing process. Second of a two-semester course on language, literacy and literature. Continue to learn to plan, teach, assess, and reflect on language, literacy and literature skills with an emphasis on writing process and strategies across the K-6 curriculum.

Course originally prepared by: Education Department Education April/2011
Most recent revision by: Kelly Sinkey Education Dept June/ 2024

Course Modes: | X Face to Face (including Zoom) | _____ Hybrid
 Distance Education |

Credits calculated by: X Credit Hour _____ Clock Hour _____ N/A

Contact Hours: 45

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	

Purpose(s) of Course: Degree Requirement BAEE
 Degree Elective _____
 General Education _____
 Credit Certification _____
 Developmental _____

CTE/TVET _____
 ABE/Adult HS _____

Distribution Area: Humanities _____

Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: C or better in EDU 313 Literacy and Literature I

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Apply theory and practice of the writing process through the use of children’s literature.
2. Use the traits of effective writing including ideas, organization, voice, word choice, sentence fluency, and conventions in planning student writing activities.
3. Evaluate a child’s writing needs to develop appropriate instructional methods to support further growth.
4. Plan, implement, assess and reflect upon standards-based lessons based on the multiple traits of effective writing.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
1.	Apply theory and practice of the writing process through the use of children’s literature	Using children’s literature as a starting point, students make connections to literature and their own life experiences with a greater emphasis on writing in this second semester.
2.	Use the traits of effective writing: ideas, organization, voice, word choice, sentence fluency, and conventions	Reading is the best teacher of writing. Excellent literature and well-written student compositions inspired by that literature show other students the way to achieve Wall Worthy Writing.
3.	Apply theory and practice of the writing process through the use of children’s literature	Activating prior knowledge that connects to the story makes reading and connecting a natural process.
4.	Evaluating a child’s writing needs to develop appropriate instructional methods to support further growth.	Assessment does not have to mean grading. A rubric that shows the path to progress leads to growth.

5.	Plan, implement, assess, and reflect upon standards-based lessons based on the multiple traits of effective writing.	Daily writing builds confidence and skill. Demonstrating the construction of meaningful writing and using that writing to provide insights into the multiple traits to be developed helps students reflect on their writing strengths and needs.
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Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	Differentiate instruction for individuals, small groups and large	P	Within any classroom there are differences in experience levels of students, but stories can be scaffolded to include a wide range of expertise. Students engage without undue comparison of developmental levels.
2	Develop engaging and meaningful lessons in authentic elementary classrooms to meet long-term goals for students.	P	All classes focus on engaging and meaningful learning plans by activating learners' prior knowledge and connecting new literacy events and experiences. Example: demonstration of strong ideas, organization, word choice, and sentence fluency can be accomplished daily in the "Morning Message" activity to which students contribute.
3	Assess K-6 students' progress in all areas.	P	Using a well-defined rubric to follow and celebrate progress shows students their strengths and where greater effort is needed.
4	Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio.	P	The portfolio of resources and reflections on the effectiveness of learning plans is intended to support teachers in their classrooms as they work to improve their students' writing.

Course Content: Students in this course will understand:

1. Student learning outcomes and assessment
2. Appropriate questions and activities for reading material
3. Learning and unit planning based on connected learning objectives
4. Lesson presentations at relational and extended abstract levels (SOLO)
5. Theory and practice of writing process
6. Curriculum materials for classroom use
7. Critical thinking
8. Quality pedagogy

Higher Order Thinking Skills: Students in this course will experience

- Analyzing the basic elements of an idea, experience, or theory
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other: Learning planning with QPF according to levels in Bloom's Taxonomy & Structure of Observed Learning Outcomes

- Assigned Readings
- Field research (Interview with schools' principal or administrator)
- Group Project
- Observations
- Presentations
- Small and large group discussions
- Case studies and critique
- Movie Critique
- Learning Games
- Assigned Readings

Recommended Assessment Tool Type(s):

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project
- Observation

- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey
- Written Assignment

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

Direct instruction through:

- Live video lectures
- Live audio-only lectures
- Live text chats
- Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency through:

- Live video discussions
- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats

Facilitating a group discussion regarding the content of a course or competency through:

- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats
- Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:

1. Recommended texts:

E-copy

Sedita, J. & Hasbrouck, J., (2022). The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects, 1st ed., Brookes.

2. Equipment/Facilities: projector and laptop Access to computers for composing, revising, and researching
3. Materials and Supplies: Children's literature and Readers Theater scripts, posters, and trifolds

College Mission

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

approved 1st December, 2020

Connection to the College Mission:

EDU 314 provides quality higher level learning regarding language and literacy for BAEE students and their elementary age students. Intellectual resources remain available to students on the CMI website after they have completed their Literacy and Literature I & II classes. The need and ways to continue to construct literacy resources for and with their elementary students is a priority.

BAEE degree Mission

The College of the Marshall Islands Bachelor of Arts in Elementary Education program is committed to engaging educators in reflection, authentic practice, and constructivism to deliver standards-based curriculum to RMI elementary students. *Approved November 23, 2016*

Connection to the BAEE degree Mission:

EDU 314 prioritizes student success through engagement in relevant literacy-learning opportunities. Quality pedagogy connects foundational concepts and subject-matter content with the goal of improving the daily lives of our BAEE students' and their elementary level students. Engaging experienced and pre-service teachers in authentic practice requires them to reflect on their own previous educational experiences and to become aware of better strategies that decades of research prove to benefit learning.

CC Approved on June 14, 2024