

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Literacy and Literature I **Alpha Number:** EDU 313 **CIP No.** 13.1305

Type of Action:

- New Course (attach narrative justification for course creation)

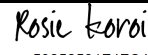
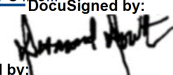


- Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)
 - Select all that apply:
 - Change in number of credit hours
 - Change in prerequisite
 - Substantive change in course content
 - Change to SLOs
 - Other: _____

- 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).

- 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 Koroi	 <small>DocuSigned by: 50252531E4FC4A3</small>	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	 <small>DocuSigned by: 8A4E9EDD06E14D5</small>	7/27/2024
Dean	Vasemaca Savu	 <small>DocuSigned by: A666D7GD48164E6</small>	7/31/2024
VPASA	Dr. Elizabeth Switaj	 <small>DocuSigned by: 89BEB3BDDC23455...</small>	8/2/2024

Distribution Area: Humanities _____
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: Completion of AS or AA degree from the College of the Marshall Islands
 OR Admittance to CMI BAEE degree _____

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

1. Develop strategies for enriching children’s language and literacy through authentic experience and children’s literature in the curriculum.
2. Employ current theory and methods for using literature in a text-rich environment across the curriculum.
3. Develop children’s literacy level by considering content, pedagogy, and areas of human growth.
4. Compose assessment for standards-based lesson plans.
5. Implement literacy instruction in alignment with current educational standards.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
AA or AS degree from CMI or Admittance to BAEE degree	1.Develop strategies for enriching children’s language and literacy through authentic experience and children’s literature in the curriculum. 2.Employ current theory and methods for using literature in a text-rich environment across the curriculum. 3.Develop children’s literacy level by considering content, pedagogy, and areas of human growth. 4.Compose assessment for standards-based lesson plans. 5.Implement literacy instruction in alignment with current educational standards.	CC approved the AA or AS as the prerequisite for all 300 level courses

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1.Develop strategies for enriching children’s language and literacy through	1. Reflect on experiential learning in the field of elementary education through maintaining a practicum e-portfolio.	I	Activating students’ prior knowledge that relates to the underlying connections to the literature or experiences that will form the basis of the connected activities makes for engaging and meaningful learning opportunities.

authentic experience and children's literature in the curriculum.	2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.		The portfolio serves as a repository for both reflections and resources for building future engaging learning plans.
2. Employ current theory and methods for using literature in a text-rich environment across the curriculum.	2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students. 5. Assess K-6 students' progress in all areas.	P	Collaborative daily reading and writing in a text-rich environment provides a setting for building expertise toward long-term goals for literacy development. Rubrics that explain to students what needs to be done in order to progress as readers and writers create authentic assessment that is transparent.
3. Develop children's literacy level by considering content, pedagogy, and areas of human growth.	3. Differentiate instruction for individuals, small groups and large. 4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom.	I	Students have different levels of experience in regard to language, literacy, and all learning. Therefore, grouping and individual choices assist in meeting their needs. Content is important to the learners who grow when they are presented with excellent literacy events related to their lives.
4. Compose assessment for standards-based lesson plans.	5. Assess K-6 students' progress in all areas. 6. Exhibit professional practices.	P	Assessing students authentically requires that the teacher engages students in authentic literacy activities daily. Sharing a realistic rubric that informs students as to the learning goals constitutes professional practice.
5. Implement literacy instruction in alignment with current educational standards.	2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.	P	Learning plans that activate students' prior knowledge engage them in meaningful work with connected activities that benefit the student.

Course Content: Students in this course will understand:

1. Reading process: syntax, semantics, pragmatics, as well as grapho-phonics
2. Early literacy and assessment.
3. Critical literacy and reading components
4. Growth and development of children as readers
5. Learning to read and write with meaningful activities
6. Genres of children's literature and its elements
7. Assessing children's reading ability
8. Readers Theater as an effective oral reading strategy
9. Weaknesses of typical reading instructional practices
10. Learning plans that include higher levels of thinking related to Bloom's Taxonomy and the Structure of Observed Learning Outcomes (SOLO) in QPF format

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: Field work within elementary classroom

- 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

Lindsey, J., (2022). Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills, 1st ed., Scholastic.

2. Equipment/Facilities: projector and laptop Access to appropriate children's literature
3. Materials and Supplies: books, 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.

BOR approved 1st December, 2020

Connection to College Mission:

EDU 313 Literacy and Literature I provides intellectual insight and resources that invite teachers of young learners to think critically and participate in authentic learning in order to provide quality literacy education in RMI schools.

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 BAEE Mission:

EDU 313 Literacy and Literature I expects students to reflect on their own literacy development and compare it to pedagogy and activities that require higher level thinking. Students who have been subjected to and teachers who have subjected their elementary students to over-used ineffective methods have the opportunity to participate in authentic literacy events. Research exposes the weaknesses of ineffective practices and offers effective practices to supplant them.

CC Approved June 14, 2024

