

Washtenaw Community College Comprehensive Report

ENG 201 Foundations of Literacy

Effective Term: Fall 2024

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English

Course Number: 201

Org Number: 11300

Full Course Title: Foundations of Literacy

Transcript Title: Foundations of Literacy

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Course Change

Change Information:

Course description

Outcomes/Assessment

Objectives/Evaluation

Rationale: EMU requested changes to this course's description, outcomes, and objectives before they will accept it for transfer

Proposed Start Semester: Fall 2024

Course Description: In this course, students will explore and apply best practices in literacy, including the relationship between literacy, language, and identity. They will develop strategies for creating respectful learning environments using developmentally appropriate processes and culturally relevant texts and word learning artifacts. Students will learn about historical and current practices for the development, assessment, and teaching of literacy through print concepts, phonological awareness, phonics, spelling, word recognition, morphology, syntax, reading fluency, vocabulary, handwriting, comprehension, composition, and speaking and listening. As part of this course, students will be required to complete at least 10 hours of field experience in PK-6 classrooms.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

General Education

General Education Area 6 - Arts and Humanities

Assoc in Applied Sci - Area 6

Assoc in Science - Area 6

Assoc in Arts - Area 6

Request Course Transfer

Proposed For:

Eastern Michigan University

Ferris State University

Grand Valley State University

Michigan State University

Wayne State University

Western Michigan University

Other : Saginaw Valley State University University of Michigan--Flint

Central Michigan University

Student Learning Outcomes

1. Describe the relationship between literacy, language, and identity.

Assessment 1

Assessment Tool: Outcome-related learning activity

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

2. Explain how respectful learning environments, developmentally appropriate practices, culturally appropriate texts and word learning artifacts benefit the learner.

Assessment 1

Assessment Tool: Outcome-related learning activity

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

3. Explain and apply the development, assessment, and teaching of explicit and systematic literacy instruction.

Assessment 1

Assessment Tool: Outcome-related learning activity

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher.
Who will score and analyze the data: Departmental faculty

4. Explain and apply literacy practices through field experience and coursework.

Assessment 1

Assessment Tool: Outcome-related learning activity

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Analyze how building a classroom literacy learning environment includes strategies to create a culture of respect and rapport encouraging an academic mindset and utilizing a range of developmental processes, culturally appropriate texts, media, and word learning activities. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.1.C & L.2.C.)
2. Explain and apply the integrated understanding of literacy processes including reading, writing, speaking, listening, viewing and visual representing for both assessment and teaching practices. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.6-18)
3. Explain and apply the developmental processes of literacy development: print concepts, phonological awareness and phonemic awareness, word recognition, handwriting, phonics, morphology, spelling, writing, fluency, vocabulary, and comprehension for both assessment and teaching practices. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.6-18)
4. Explain the developmental nature of reading and writing processes (decoding/encoding) for both assessment and teaching practices. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L. 3-4, L. 7-11)
5. Develop a cultural sustaining curriculum, a diverse classroom library, and explicit and systematic instruction that aligns to students' backgrounds and interests. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.1-4)
6. Analyze and develop strategies to build family and community engagement in literacy through fieldwork experience and coursework. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.5.)
7. Explain the role of technology that can assist in planning and managing literacy instruction through fieldwork experience and coursework. (Addresses Standards for the Preparation of Teachers of PK-6 Education, L.1.G & J)
8. Analyze and develop strategies to engage and empower learners and build community with PK-6 students and teachers through fieldwork experience and coursework. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.1-3 & L.5)
9. Describe how a language (English) and its writing system develop over time. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.4)
10. Demonstrate research-based principles and practices for facilitating oral language development and emergent literacy development in a culturally responsive way. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.1, L.6-12, & L.18)
11. Understand the process of language development (e.g., vocabulary, morphology, semantics, syntax, discourse, and pragmatics) in the context of a student's home language and culture and how it provides a foundation for literacy development. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.1-2, L.12, L.14, & L.18)
12. Analyze the interconnectivity of literacy processes--reading, writing, speaking, listening, viewing, and visually representing. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.4 & L.12-13, L.15, L.17, & L.19)

New Resources for Course

Course Textbooks/Resources

Textbooks
 Manuals
 Periodicals
 Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Mary Mullalond</i>	<i>Faculty Preparer</i>	<i>Nov 16, 2023</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Nov 17, 2023</i>
Dean: <i>Anne Nichols</i>	<i>Recommend Approval</i>	<i>Nov 29, 2023</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Jan 24, 2024</i>
Assessment Committee Chair: <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Jan 25, 2024</i>
Vice President for Instruction: <i>Brandon Tucker</i>	<i>Approve</i>	<i>Jan 27, 2024</i>

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Org Number: 11300

Full Course Title: Foundations of Literacy

Transcript Title: Foundations of Literacy

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: New Course

Change Information:

Rationale: New course development to meet new Pre-Elementary Education program requirements

Proposed Start Semester: Fall 2024

Course Description: In this course, students will explore the relationship between literacy, language, and identity. Students will analyze how respectful learning environments use a wide range of developmentally appropriate processes and culturally appropriate texts and word learning artifacts. Students explore opportunities to gain knowledge of the developmental nature of literacy including print concepts, phonemic awareness, phonics, handwriting, spelling, writing, fluency, vocabulary, and comprehension. As part of this course, students will be required to participate in at least 10 hours of field experience in K-12 classrooms.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

General Education

General Education Area 6 - Arts and Humanities

Assoc in Applied Sci - Area 6

Assoc in Science - Area 6

Assoc in Arts - Area 6

Request Course Transfer

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Ferris State University

Grand Valley State University

Michigan State University

Wayne State University

Western Michigan University

Other : Saginaw Valley State University University of Michigan--Flint

Central Michigan University

Student Learning Outcomes

1. Describe the relationship between literacy, language, and identity.

Assessment 1

Assessment Tool: Outcome-related project or learning activity

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

2. Explain how respectful learning environments, developmentally appropriate practices, culturally appropriate texts and word learning artifacts benefit the learner.

Assessment 1

Assessment Tool: Outcome-related project or learning activity

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

3. Analyze developmental, systematic, explicit literacy practices.

Assessment 1

Assessment Tool: Outcome-related project or learning activity

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

4. Analyze literacy practices in education through field experience and coursework.

Assessment 1

Assessment Tool: Outcome-related project or learning activity

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Analyze how building a classroom literacy learning environment includes strategies to create a culture of respect and rapport encouraging an academic mindset and utilizing a range of developmental processes, culturally appropriate texts, media, and word learning activities. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.1.C & L.2.C.)
2. Analyze the integrated understanding of literacy processes including reading, writing, speaking, listening, viewing and visual representing. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.6-18)
3. Evaluate and support the developmental processes of literacy development: print concepts, phonemic awareness, handwriting, phonics, morphology, spelling, writing, fluency, vocabulary, and comprehension. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.6-18)
4. Explain the developmental nature of reading and writing processes (decoding/encoding) and how they develop and are related to understanding how the process of language development (students' home language and culture) provides a foundation for literacy development. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.2-4)
5. Develop a cultural sustaining curriculum, a diverse classroom library, and explicit and systematic instruction that aligns to students' backgrounds and interests. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.1-4)
6. Analyze and develop strategies to build family and community engagement in literacy. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.5.)
7. Explain the role of technology that can assist in planning and managing literacy instruction. (Addresses Standards for the Preparation of Teachers of PK-6 Education, L.1.G & J)
8. Analyze and develop strategies to engage and empower learners and build community with PK-6 students and teachers through fieldwork experience and coursework. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.1-3 & L.5)
9. Explain the developmental nature of reading and writing processes (decoding and encoding). (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.3 & L.5-11)
10. Demonstrate research-based principles and practices for facilitating oral language development and emergent literacy development in a culturally responsive way. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.1, L.6-12, & L.18)
11. Understand the process of language development (e.g., vocabulary, morphology, semantics, syntax, discourse, and pragmatics) in the context of a student's home language and culture and how it provides a foundation for literacy development. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.1-2, L.12, L.14, & L.18)
12. Analyze the interconnectivity of literacy processes--reading, writing, speaking, listening, viewing, and visually representing. (Addresses MI Standards for the Preparation of Teachers of PK-6 Education, L.4 & L.12-13, L.15, L.17, & L.19)

New Resources for Course

Course Textbooks/Resources

Textbooks

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Mary Mullalond</i>	<i>Faculty Preparer</i>	<i>Apr 24, 2023</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Apr 25, 2023</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>May 01, 2023</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Jun 20, 2023</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Jun 22, 2023</i>
Vice President for Instruction: <i>Victor Vega</i>	<i>Approve</i>	<i>Jun 23, 2023</i>