




# CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** Foundational Literacy for Elementary Classroom Teachers     
 **Alpha Number:** EDU 101     
 **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
- 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	Dr. Pamela Perkins		6/25/2021
Curriculum Committee Chair	Florence Peter		7/5/2021
Dean	Vasemaca Savu		7/13/2021
VPASA	Dr. Elizabeth Switaj	<i>Dr. Elizabeth Switaj</i>	7/21/2021

**CMI COURSE OUTLINE**

CIP No. 13.1305

Version No. 2

**EDU 101**

**Foundational Literacy for  
Elementary Classroom  
Teachers**

**Alpha Number**

**Course Title**

**Course Description:** Prepares elementary classroom teachers to support their students in building a foundation for listening, speaking, reading, and writing in English by improving their own command of English. Compares and contrasts aspects of English and other languages.

**Course originally prepared by:** Pamela Perkins Education May/2019  
**Most recent revision by:** Pamela Perkins Education June/2021

**Course mode(s):**  Face to Face (including Zoom)  Hybrid

**Credits calculated by:**  Credit Hour  Clock Hour  N/A

**Contact Hours:**

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	48	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
<b>Total</b>	48	3	

**Purpose(s) of Course:** Degree Requirement ASEE  
 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 ENG 096 and ENG 099  
OR Placement in Credit Level English

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

1. Use all steps of the writing process in order to improve the quality of one's own writing in preparation for being capable of teaching elementary students.
2. Demonstrate knowledge of the active roles of parts of speech within meaningful texts.
3. Perform at a level in one's own reading, writing, listening, and speaking to show mastery of elementary level skills necessary for elementary grade instruction in English.
4. Demonstrate understanding of the components of the Quality Pedagogy Framework.
5. Recognize both MLA and APA citation formats in order to use those formats to develop citations in academic writing.

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
<p><b>ENG 099 SLOs</b></p> <p>3. Implement the academic writing process in paragraphs and reflections.</p> <p>4. Written compositions with minimal sentence-level errors in English grammar and mechanics.</p> <p>1. Demonstrate critical reading strategies on scaffolded academic texts.</p>	<p>1. Use all steps of the writing process in order to improve the quality of one's own writing in preparation for being capable of teaching elementary students.</p> <p>2. Demonstrate knowledge of the active roles of parts of speech within meaningful texts</p> <p>3. Perform at a level in one's own reading, writing, listening, and speaking to show mastery of elementary level skills necessary for elementary grade instruction in English</p> <p>4. Demonstrate knowledge of the components of the Quality Pedagogy Framework (QPF)</p> <p>5. Recognize both MLA and APA citation formats in order to</p>	<p>This course requires students to understand the necessity of reading one's own writing with the intention of improving knowledge &amp; performance.</p> <p>Students need to understand that syntax and semantics are required for meaningful sentence construction. Knowing that each word plays a role in creating meaning is required to write well and to teach writing in elementary grades.</p> <p>Critical thinking/reading requires active engagement in the reading process to develop comprehension.</p> <p>New to students starting the ASEE: required in the RMI</p>

	use those formats to develop citations in academic writing	Related to reading literature appropriate for elementary through college levels and articles related to educational research.
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**Links to Program Learning Outcomes:**

SLO	Linked PLO	I/P/M	Explanation of Link
1	1.Display knowledge of school curriculum, emphasis on RMI.  3.Practice self-reflection and professionalism in the classroom.	P	Student writing builds confidence and skills when teachers activate their prior knowledge through story and connected activities  Writing that makes connections to one's thoughts and feelings leads to self-reflection.
2	1.Display knowledge of school curriculum, emphasis on RMI.	I	Through daily engagement with meaningful sentence construction in authentic writing experiences, the classroom becomes a place to celebrate sustainable learning and cooperation.
3	2. Identify cognitive and affective needs of students in the classroom.  5 Develop and promote elementary students' critical thinking through reading and writing to develop a community of readers & writers.	P	Insightful children's literature with depth engages readers of all ages and levels of comprehension while meeting affective and cognitive needs.  Activating students' prior knowledge is necessary for critical thinking and optimum engagement. Active engagement with story and shared experiences build a community of readers and writers.
4	1 Knowledge of curriculum, emphasis RMI	I	RMI requires learning plans with the Quality Pedagogy Framework (QPF) to ensure high quality pedagogy.
5	3 Practice self-reflection and professionalism in the classroom	I	Teachers need to be lifelong learners; research into quality pedagogy is introduced in the ASEE. Professional reading and development must continue throughout their careers.

**Course Content:** Students in this course will be introduced to:

1. Taxonomies of learning including Bloom and Structure of Observed Learning Outcomes (SOLO)
2. Quality Pedagogy Framework (QPF)
3. Compare and contrast aspects of English and Marshallese language
4. The importance of comprehension: the construction of meaning in reading/writing
5. Revision as one of the most important aspects of the Writing Process
6. The clause as the basic sentence component: requiring a subject and predicate
7. The 3 sentence structures necessary in English writing: simple, compound, and complex based on the 2 types of clauses and the type of conjunction associated
8. All conventions to be taught and used within meaningful texts

9. Differences between story structure and Readers Theater script structure
10. Differences between Round Robin Reading and Readers Theater
11. Variation of experience among students requiring differentiation of expectations

**Recommended Methods of Instruction**

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other:

**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

**Equipment and Materials:**

1. Recommended texts:

Hacker, Diana, and Nancy Sommers. *Rules for Writers*, 9<sup>th</sup> ed. Bedford/St. Martin's, 2019. ISBN: 978-1-319-05742-8

2. Equipment/Facilities: Projector

3. Materials and Supplies: Sentence structure models, citation formats

**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 101 supports teachers' ability to improve the quality of basic education by engaging elementary students through relevant career-related engagement throughout the ASEE degree and further education.

**Department Mission:**

The mission of the College of the Marshall Islands Education Department is to prepare knowledgeable, resourceful teachers capable of creating classroom environments in which students engage in meaningful learning experiences that build a foundation for lifelong learning.

*Approved by BoR August 22, 2018*

**Connection to Department Mission:**

EDU 101 contributes to preparing knowledgeable, resourceful teachers capable of creating productive, positive classroom environments where students engage in meaningful, foundational literacy development in elementary classrooms.


**Certificate Of Completion**

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