UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: **September 2007**
REVISED COURSE IMPLEMENTATION DATE: **September 2016**
COURSE TO BE REVIEWED: (six years after UEC approval) **January 2021**
Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: EDUC 453 **Number of Credits:** 1 Course credit policy (105)

Course Full Title: Literacy Across the Curriculum
Course Short Title: Literacy

Faculty: Faculty of Professional Studies | **Department (or program if no department):** Teacher Education Department

Calendar Description:

This course explores ways in which language arts in the elementary grades relates to other subject areas using the B.C. Ministry of Education curriculum as a guide. Focus is placed on developing multimodal literacies to foster curricular integration.

Prerequisites (or NONE): Admission to the Bachelor of Education program.

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: **EDUC 443**
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (Note: If yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☒ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 15
Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	5
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Longhouse	
Total	**15**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes,
Different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

Expected frequency of course offerings
(every semester, annually, etc.): annually

Department / Program Head or Director:	Dr. Sheryl MacMath	**Date approved:**	August 18, 2014
Campus-Wide Consultation (CWC)		**Date of posting:**	n/a
Faculty Council approval		**Date approved:**	November 21, 2014
Dean/Associate VP:	Dr. Tracy Ryder Glass	**Date approved:**	November 21, 2014
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 30, 2015

Learning Outcomes

Upon successful completion of this course, candidates will be able to:

- Analyze reading for information and writing to learn
- Develop content literacy strategies to build comprehension and reading power
- Demonstrate how literacy and the six strands of language arts cut across the curriculum
- Plan an integrated unit
- Select a wide range of resources for units
- Analyze strategies in relation to social justice issues

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course as the course in integrated with the practicum and other courses. Students cannot audit or challenge this course.

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lectures, seminars, two assignments

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

	Author Surname, Initials	Title (article, book, journal, etc.)	Current Edition	Publisher	Year Published
1.	Tompkins, G.	Language arts: Content and teaching strategies	☒	Pearson	2008
2.		Various children's novels	☒		
3.			☐		
4.			☐		
5.			☐		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)

Typical Evaluation Methods and Weighting

Final exam: %	Assignments/Presentations:: 75%	Midterm exam: %	Practicum: %
Quizzes/tests: %	Lab work: %	Field experience: %	Shop work: %
Reflections 15%	In-class activities: 10%		Total: 100%

Details (if necessary):

Grading system: Letter Grades: ☐ Credit/No Credit: ☒ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

Typical Course Content and Topics

- Reading and writing connections
- Reading for information and literacy in the content areas
- Non-fiction/information books
- Reading power and comprehension strategies
- Graphic organizers
- Integrated units and developing effective literacy instruction across the curriculum
- Literary elements, reading response
- Writing workshops and writing assessment