

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
NEW COURSE PROPOSAL**

DATE

JANUARY 24, 2007

PROGRAM AREA CHICANO STUDIES

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix CSH Course# 364 Title CHICANO ENGLISH Units (3)
3 hours lecture per week
_____ hours blank per week

- Prerequisites
 Corequisites

Description : Examination of the social, cultural and linguistic factors that influence the development of Chicano English. Investigates the language use of Chicano's and the sociolinguistic and sociocultural ways of speaking and communicating. Issues of language variety, influence of Spanish, social history and use and function in the Chicano community. Implications for K-12 schooling are addressed.

- Gen Ed Graded CR/NC Repeatable for up to _____ units
Categories
 Lab Fee Required A - F Total Completions Allowed _____
 Optional (Student's choice) Multiple Enrollment in same semester
 Title V Section 40404: Government US Constitution US History

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (filled in by Dean)
Lecture	3	1	25	<input type="checkbox"/>	_____
Seminar	_____	_____	_____	<input type="checkbox"/>	_____
Laboratory	_____	_____	_____	<input type="checkbox"/>	_____
Activity	_____	_____	_____	<input type="checkbox"/>	_____

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This course will be an upper division course offered as one of the core requirements for Chicano Studies major and for non-Chicano Studies majors. Upon completion of this course students will be able to:

- describe the nature of language use in a sociocultural context
- detail the nature of language use and function by Chicano speakers of English
- Explain the features of and analyze Chicano English use and the use of Spanish
- Investigate the social context of the Chicano community and language use
- Analyze the phonology of Chicano English
- Collect and analyze a Chicano English language sample
- Compare and contrast examples of Chicano English with Standard English
- Investigate the function and use of Chicano English and degree of acculturation and assimilation
- Critically examine the relationship between Chicano English and academic success for K-12 students

4. Is this a General Education Course YES NO

If Yes, indicate GE category and attach GE Criteria Form:

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
A-2 English Writing
A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
B-2 Life Sciences – Biology
B-3 Mathematics – Mathematics and Applications

- B-4 Computers and Information Technology
- C (Fine Arts, Literature, Languages & Cultures)**
- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural
- D (Social Perspectives)**
- E (Human Psychological and Physiological Perspectives)**
- UD Interdisciplinary**

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- Language in context, use and function
- Sociocultural implications for language use
- Language use in the Chicano Community
- Key concepts of Chicano Spanish and Chicano English
- Language use in mainstream and non-mainstream contexts
- Discourse analysis in the Chicano Community
- Role of Social History
- Process of language change and shift
- Chicano bilingualism
- Chicano monolingualism
- Role of culture & community
- Language, education and power

Does this course overlap a course offered in your academic program? YES NO

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES NO

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate description for each PREFIX)

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing:

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Cazden, Courtney. (2988) Classroom discourse: The language of teaching and learning.
 Fought, Carmen. (2002) Chicano English in Context.
 Macgregor-Mendoza, P. (2000). Aqui no se habla Espanol: Stories of linguistic repression in southwest school. Bilingual Research Journal. Vol. 24, no. 4, pp. 333-345.
 Santa Ana, Otto. (1992). Chicano English Evidence for the Exponential Hypothesis: A Variable Rule Pervades Lexical Phonology. Language Variation and Change, Vol. 4, no.3, pp. 275-288.
 Santa Ana, Otto. (2993). Chicano English and the Nature of the Chicano Language Setting. Hispanic Journal of Behavioral Sciences, Vol. 25, no.1, pp. 3-35.

8. List Faculty Qualified to Teach This Course.

Lillian Vega Castaneda, Professor, Language, Culture & Literacy

9. Effective Date and Frequency.

- a. Projected semesters to be offered: Fall Spring Summer
b. First semester offered:

10. New Resources Required. YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES NO

If, YES attach a program modification form for all programs affected.

Lillian Vega Castaneda
Proposer of Course

11/3/2006
Date

Approval Sheet

Program/Course:

Program Chair(s)	Date
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General Education Chair(s)	Date
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Curriculum Committee Chair(s)	Date
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Dean of Faculty	Date
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