

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

DATE 12.16.06
PROGRAM AREA EDUCATION

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

Prefix EDML Course# 563 Title PRIMARY LANGUAGE PEDAGOGY & LITERACY 1 Units (2)
2 hours lecture per week
_____ hours lecture per week

- Prerequisites Admission to the Multiple Subjects Credential with BCLAD Emphasis Program
 Corequisites

Description Primary language schooling for K-3 students in the U.S., language of emphasis curricular materials, assessment, and teaching reading and writing in Spanish.

- | | | |
|--|---|--|
| <input type="checkbox"/> Gen Ed Categories | Graded
<input type="checkbox"/> CR/NC | <input type="checkbox"/> Repeatable for up to _____ units |
| <input type="checkbox"/> Lab Fee Required | <input checked="" type="checkbox"/> A - F
<input type="checkbox"/> Optional (Student's choice) | Total Completions Allowed
<input type="checkbox"/> Multiple Enrollment in same semester |

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	2	1	25	<input checked="" 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 is a required course for the Bilingual Crosscultural Language and Academic Development (BCLAD) option. Upon completion of this course, students will be able to:

- describe the nature of language and literacy teaching and learning in the primary language
- interpret and apply knowledge and skills related to organizing for instruction in two languages
- use various methods of Spanish language and literacy instruction in bilingual and monolingual settings
- demonstrate effective use of primary language and literacy curricular materials for K-3 classroom instruction
- develop lesson plans for primary language and literacy instruction for grades K-3 across the content areas
- design effective lesson plans for primary language instruction for teaching and learning for grades K-3
- analyze the interrelationship between various types of bilingual programs

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]*

- Relationship between English & primary language and literacy instruction in school settings in K-3 instructional settings
- Relationship between L1 and L2 instruction across the core curriculum for K-3 students
- Sociocultural & sociolinguistic contexts in school & community settings
- Overview of bilingual, monolingual and multilingual education for second language learners
- Connections between language, culture & literacy in first and second language acquisition & development
- Relationship for teaching and learning between the home and school communities
- Skills for teaching oral, written, and nonverbal communication in the language of emphasis (Spanish)
- Reading and language theory & methods in the primary language for grades K-3
- Reading and language across the curriculum for grades K-3
- Relationship between language & culture; sociocultural and sociolinguistic competence
- Methods of teaching Spanish language & literacy in monolingual & bilingual settings for K-3 students

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 form 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.]*

Freeman, Y. S. and Freeman, D. (1997). *La enseñanza de la lectura y la escritura en español en el aula bilingüe.* Portsmouth, NH: Heinemann.

Leyba, C. F. (1994). *Schooling and language minority students: A theoretical framework.* Second Edition. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA.

Perez, B. and Torres-Guzmán, M. E. (1996). *Learning in two worlds: An integrated Spanish/English biliteracy approach.* Second edition. New York, NY: Longman.

8. List Faculty Qualified to Teach This Course.

Manuel Correia
 Lillian Vega Castaneda
 Kathleen Contreras
 Maria Denney

9. Frequency.

a. Projected semesters to be offered: Fall Spring Summer

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

10/9/2006
Date

