

**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# 564 Title PRIMARY LANGUAGE PEDAGOGY & LITERACY 2 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 in the US, Grades 3-6. Instruction in language of emphasis, primary language methods across the curriculum, review 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. Continuation of EDML 553. Upon completion of this course, students will be able to:

- describe the nature of language and literacy teaching and learning in the primary language (e.g., content, oral, support) for Grades 3-6
- apply and demonstrate knowledge and skills related to organizing for instruction in two languages
- utilize various methods of Spanish language and literacy instruction in bilingual and monolingual settings
- model effective use of primary language and literacy curricular materials for 3-6 classroom instruction
- develop and effectively implement lessons in upper grade Spanish reading & writing & language and across the content areas
- analyze the interrelationship between various types of classroom/school instructional settings and instruction for Spanish speaking students in Grades 3-6
- select and use Grade 3-6 primary language materials and apply to California curricular frameworks and generalize to larger populations with dialectical differences
- adapt and use supplementary primary language materials for Grade 3-6 classroom instruction

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 & Content Area Assessment
- Skills for teaching oral, written, and nonverbal communication in the language of emphasis (Spanish) in grades 3-6
- Reading and language theory & methods in the primary language for grades 3-6
- Reading and language across the curriculum for grades 3-6
- Introducing English Reading & Writing to Spanish speaking students
- Development of English reading and writing across the content core curricula
- Methods of teaching Spanish language & literacy in monolingual & bilingual settings in grades 3-6

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 and other Education Faculty

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

