California State University Channel Islands
NEW COURSE PROPOSAL
Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester for the next catalog production.
Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date)*)   10-3-10; REV 12.3.10; REV 1.6.11

PROGRAM AREA(S)   EDUCATION

1. **Course Information.** *[Follow accepted catalog format.]*

   Prefix(es) (Add additional prefixes if cross-listed) **and Course No. EDML 617**

   Title: The Socio-cultural Context of Schooling:

   Teaching and Learning in a Bilingual-Multicultural Context   **Units: 3**

   Prerequisites

   Corequisites

   Consent of Instructor Required for Enrollment

   Catalog Description (Do not use any symbols): A sociolinguistic approach to the study of verbal and non-verbal elements of communicative competence amongst Latina/o/s, including traditional patterns of communication and use in the United States.

   Grading Scheme:

   X A-F Grades

   ☐ Credit/No Credit
   Optional (Student Choice)

   Repeatability:

   ☐ Repeatable for a maximum of ☐ units

   Total Completions Allowed ☐

   ☐ Multiple Enrollment in Same Semester

   Course Level Information:

   X Undergraduate

   ☐ Post-Baccalaureate/Credential
   Graduate

   Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3	1	25		
Seminar		1			
Laboratory		3			
Activity		2			
Field Studies					
Indep Study					
Other Blank					

   Leave the following hours per week areas blank. The hours per week will be filled out for you.

   3 hours lecture per week

   hours blank per week

2. **Course Attributes:**

   ☐ **General Education Categories**: All courses with GE category notations (including deletions) must be submitted to the GE website: http://summit.csuci.edu/geapproval. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

   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-2 Literature Courses
C-3a Language
C-3b Multicultural
D (Social Perspectives)
E (Human Psychological and Physiological Perspectives)
UDIGE/INTD Interdisciplinary
Meets University Writing Requirement
Meets University Language Requirement

■ **American Institutions, Title V Section 40404**: ■ Government   ■ US Constitution   ■ US History
Refer to website, Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm
■   **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)
A . Justification: The California Commission on Teacher Credentialing (CCTC) has phased out the current BCLAD authorization standards. As of December 31, 2010, candidates may not be admitted to the current bilingual (BCLAD) program. Therefore, we have re-designed our bilingual program based on the new Bilingual Authorization standards.

B.   Degree Requirement: X   Requirement for the Major/Minor   **Note: Submit Program Modification if**
■   Elective for the Major/Minor   **this course changes your program**.
Free Elective

4. **Student Learning Outcomes.** (*List in numerical order. You may wish to use the following resource in utilizing measurable verbs: http://senate.csuci.edu/comm/curriculum/resources.htm*)
Upon completion of the course, the student will be able to:
- Through discussion and writing, demonstrate an understanding of current research on the developmental processes and cognitive effects of bilingualism and biliteracy and implications for instruction and assessment in bilingual education settings
- Apply understanding of the transferability of language and literacy skills between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target language
- Compare and contrast socialization patterns and practices in the context of language variation and use
- Describe the diversity within Latina/o cultures in the country or countries of origin and in the United States

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*
1. Bilingualism and Biliteracy
   A. Metacognitive and metalinguistic processes
      1. Appropriate language to use in a given situation
      2. Evaluation of similarities and differences between languages, transferring linguistic knowledge between languages
   B. Currrent research
      1. Development of experiential knowledge
      2. Implications of research for instruction and assessment in bilingual education settings
   C. Development of bilingualism and biliteracy
      1. Role of code-switching
      2. Language mixing
      3. Interlanguage

   D. Transferability
      1. Transferability of language and literacy skills between the L1 and L2
      2. Ways in which language transfer can be affected by the level of compatibility between the L1 and L2
   E. Contrastive Analysis
      1. Comparing and contrasting similarities and differences between L1 and L2
      2. Similarities and differences between phonology, morphology, syntax, lexicon and use in different languages
      3. Role of contrastive analysis in listening, speaking, reading and writing skills in L1 and L2
2. Intercultural Communication
   A. Central concepts of intercultural communication
      1. Cultural differences in patterns of nonverbal communications (e.g., distance between speakers, eye contact)
      2. Patterns of oral discourse 9overlapping, turn-taking, volume, use/role of silence)

3. Patterns of written discourse
   B. Understanding of the effects of intercultural communication and interaction
     1. In bilingual education settings
     2. School/community climate
     3. Student motivation, participation and achievement
   C. Understanding of the origins of dialectal and/or tonal variation
     1. Geographic location
     2. Gender
     3. Socioeconomic background
     4. Impact of dialectal and/or tonal variations on student learning
   D. Understanding of cultural influences
     1. Different values regarding cooperation and competition
     2. Different expectations and preferences in teacher-student and student-student interaction
     3. Attitudes toward conformity and individuality
   E. Knowledge of intercultural communication and interaction
     1. Linguistically and culturally inclusive and responsive communication
     2. Role-playing in intercultural encounters
       a. Analysis of current events
       b. Respect of students L1 language/dialect
       c. Use of students' primary language/dialect
       d. Respect for and use of students' L1 language/dialect
       e. Use of students' L1 language and home culture to promote language and literacy development and content-area learning.
3. Demographic Context of Language Use
   A. Effect of geographic factors on language variations within the culture of emphasis
4. Socio-historical, educational and social factors and effects on the language and culture of emphasis
   A. Contemporary influences in the US on the language and culture of members of the culture of emphasis
     1. Effects of various factors, e.g., educational, socio-cultural
5. Knowledge of the Educational System of the Country or Countries of Origin
   A. School structures, compulsory educational laws, access and availability
   B. Cultural and Social Traditions
     1. Impact of cultural and social traditions in the country or countries of origin
       a. oral tradition
       b. rote learning
     2. Influence of educational system (from country or countries of origin)
       a. Impact on the educational experiences of members of the culture of emphasis in the US
6. The Sociocultural Context
   A. Verbal and nonverbal elements of communicative competence
     1. Register, discourse patterns, forms of address, respect, greetings, turn-taking, kinesthetic cues, proxemics
     2. Maintenance of traditional patterns of communication and/or modification of
   B. Socialization Patterns and Practices
     1. Racial, gender, ethnic, social, class, age, educational level
     2. Impact of factors on process of acculturation in the US schools
7. Understanding of Features and Practices of Daily Life
8. Crosscultural, Intercultural, and Intracultural Contexts
   A. Knowledge of Diversity
     1. Language, social class, education, traditions within the culture of emphasis and in the US
   B. Crosscultural, intercultural, and intracultural interactions in the country or countries of origins and between members of the culture of emphasis and other groups in the US
   C. Sociopolitical and sociocultural factors that influence the development of cultural, bicultural, and multicultural Identity among members of the culture of emphasis in the US.

Does this course overlap with a course offered in your academic program? **Yes**   **No** X
If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? **Yes**   **No** X
If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

6. **Cross-listed Courses** (*Please note each prefix in item No. 1)*
    A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).
    List each cross-listed prefix for the course:

    B. Program responsible for staffing:

7. **References.** *[Provide 3 - 5 references]*

    Philips, S.U. *The invisible culture: Communication in the classroom and community on the warm springs Indian reservation.* Longman Publishers.
    Cazden, Courtney. (Latest Edition). *Classroom discourse: The language of teaching and learning.* Heinemann Publisher.
    Gaitan, Concha Delgado. (Latest Edition). *Traditions and Transitions in the Learning Process of Mexican Children: An Ethnographic View.*
    Valdes, Guadalupe. *Con Respeto: bridging the distances between culturally diverse families and schools : an ethnographic portrait.* (1996). Teachers College Press.
    Valenzuela, Angela. *Subtractive Schooling: US Mexican Youth and the Politics of Caring.* (1999). SUNY Press.
    Garcia, Eugene. *Teaching and Learning in Two Languages: Bilingualism and Schooling in the United States.* (2005). Teachers College Press.

8. **Tenure Track Faculty Qualified to Teach This Course.**

    Lillian Vega Castaneda
    Manuel Correia
    Elizabeth Quintero

9. **Requested Effective Date:**
    First semester offered: Fall 2011

10. **New Resources Requested. Yes** ☐   **No** X
    If YES, list the resources needed.

    A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

    B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

    C. Facility/Space/Transportation Needs

    D. Lab Fee Requested (please refer to Dean's Office for additional processing) **Yes** ☐   **No** ☐

    E. Other

11. **Will this new course alter any degree, credential, certificate, or minor in your program? Yes** X   **No** ☐
    If, YES attach a program update or program modification form for all programs affected.
    Priority deadline for New Minors and Programs: October 4, 2010 of preceding year.

Priority deadline for Course Proposals and Modifications: October 15, 2010, of preceding year.
Last day to submit forms to be considered during the current academic year: April 15th.

Lillian Vega Castaneda   October 4, 2010

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)   Date

Approval Sheet

Program/Course:

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

General Education Chair		
	Signature	Date

Center for International Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Civic Engagement Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

Dean of Faculty		
	Signature	Date