

NEW COURSE PROPOSAL

PROGRAM: SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM

1. Catalog Description of the Course. *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

EDSS 543. TEACHING LANGUAGE SKILLS IN SECONDARY SCHOOLS (3)

Three hours lecture/discussion a week.

Prerequisite: Must be admitted to the Single Subject Credential Program.

Co-Requisite: EDSS 580 (1-2 units) or EDSS 585

A study of content and methods in teaching the essentials of English language study, including the history of the English language, key models of English grammar, and a variety of applied topics ranging from semantics and dialect study to current research in the teaching of English. Emphasizes reflective practice based on California Standards for the Teaching Profession and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u>1</u>	<u>20</u>
Seminar			
Laboratory			
Activity			

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 students seeking a Single Subject Credential in English.

Students who successfully complete this course will be able to:

- Analyze various approaches and methods in terms of its theory of language and language learning
- Create goals, syllabi, teaching activities, and materials for various approaches of teaching language
- Design engaging lessons aligned to the California State Academic Content Standards
- Choose activities and tasks appropriate for the levels and learning needs of diverse 7-12 students
- use technological resources in teaching language
- make instructional accommodations for diverse learners (English Learners and special needs candidates included) in planning and teaching literature.
- infuse technology into their planning and teaching.
- create and use a variety of assessment strategies in their language lessons.

4. Is this a General Education Course **YES** **NO**

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

History and development of the English language
 NEWCRSFR 9/30/02

Child Language Acquisition/Second Language Acquisition
Teaching Whole Language
Teaching Phonology
The Lexical Approach
Syntax and Semantics
Dialectology
Discourse Analysis
Sociolinguistics
Competency-Based Language Teaching
Cooperative Language Learning
Content-Based Instruction
Task-Based Language Teaching

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

Weaver, Constance. Grammar for Teachers: Perspectives and Definitions. National Council of Teachers of English, 1979.

Akmajian, Adrian, Richard A. Demers and Robert Harnish. Linguistics: an Introduction to Language and Communication. MIT Press, 5th edition, 2001.

Fromkin, Victoria, and Robert Rodman. An Introduction to Language. Holt, Rinehart and Winston, 7th edition, 2002.

Jack C. Richards and Theodore S. Rodgers Approaches and Methods in Language Teaching. Second Edition, 2001.

7. List Faculty Qualified to Teach This Course.

Education Faculty

8. Frequency.

a. Projected semesters to be offered: Fall x Spring x Summer x

9. New Resources Required.

Library resources

Technology Resources

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Jeanne Grier with consultation and assistance from Renny Christopher Jan 9, 2003

Proposer of Course

Date

Approvals

Program Coordinator

Date

Curriculum Committee Chair

Date