

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

DATE: 11.27.06

PROGRAM AREA EDUCATION-SINGLE SUBJECT

1. Catalog Description of the Course. *[Follow accepted catalog format.]*
(If Cross-listed please submit a form for each prefix being modified)

OLD

Prefix EDSS Course# 543 Title TEACHING LANGUAGE SKILLS IN SECONDARY SCHOOLS Units (3)
3 hours lecture/discussion per week
 Prerequisites Must be admitted to the Single Subject Credential Program.
 Corequisites EDSS 580 (1-2 units) or EDSS 585

Description 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.

NEW

Prefix EDSS Course# 543 Title TEACHING ENGLISH IN HIGH SCHOOLS Units (3)
3 hours lecture/discussion per week
 Prerequisites Must be admitted to the Single Subject Credential Program.
 Corequisites EDSS 570, EDSS 580, EDSS 575 or EDSS 585.

Description A STUDY OF THE CONTENT AND METHODS OF TEACHING WRITING THAT ARE SPECIFIC TO LANGUAGE DEVELOPMENT, INCLUDING A FOCUS ON GRAMMAR INSTRUCTION, STUDENT ERRORS, AND WRITING CHALLENGES FOR ENGLISH LANGUAGE LEARNERS; STUDIES THE TEACHING AND INTEGRATION OF NON-FICTION, PARTICULARLY AT THE HIGH SCHOOL LEVEL. Emphasizes reflective practice based on Teacher Performance Expectations 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.

Gen Ed Categories
 Lab Fee Required
Hegis Code

Graded
 CR/NC
 Repeatable for up to _____ units
 A - F
 Multiple Enrollment in (Student's choice) same semester

Mission Based Learning Objectives: Interdisciplinary International Multicultural Service Learning
 Title V Section 40404: Government US Constitution US History

Gen Ed Categories
 Lab Fee Required

Graded
 CR/NC
 Repeatable for up to _____ units
 A - F
 Multiple Enrollment in same semester (Student's choice)

Mission Based Learning Objectives: Interdisciplinary International Multicultural Service Learning
 Title V Section 40404: Government US Constitution US History

2. Mode of instruction

Existing

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	3	1	20	_____
Seminar	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____
Activity	_____	_____	_____	_____

Proposed

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	3	1	20	_____
Seminar	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____
Activity	_____	_____	_____	_____

3. Course Content in Outline Form if Being Changed. *[Be as brief as possible, but use as much space as necessary]*

OLD

None provided.

NEW

Teaching Non-Fiction

- Strategies for critical analysis of non-fiction texts (12th grade expository course)
- Scaffolding within/across lessons
- The Research Paper
- Integration of non-fiction into English Language Arts;

initiating cross-text conversations

Teaching Reading: Challenges

- Techniques for non-readers and resistant readers
- Revisit cognitive/metacognitive strategies
- Supporting language development (SDAIE/M.I. approaches)

Teaching Writing: Challenges

- Role of grammar instruction
- Understanding language development and writing
- Responding to student errors
- Metacognitive Strategies

Assessment

- Backwards planning
- Scaffolding over time
- Alternative assessments
- Responding to/preparing for NCLB

4. 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]*

OLD

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.

NEW

This is a required course for single subject credential students seeking a credential in English. Students who successfully complete this course will be able to:

1. Analyze various approaches and methods in terms of its THEIR theory of language and language learning
2. ARTICULATE AN UNDERSTANDING OF THE ROLE OF GRAMMAR INSTRUCTION IN TEACHING WRITING
3. ADAPT WRITING INSTRUCTION TO ACCOMMODATE THE NEEDS OF SECOND LANGUAGE LEARNERS
4. DISCUSS THE ROLE OF METACOGNITION IN TEACHING READING AND WRITING AND INCORPORATE IT INTO CLASSROOM PRACTICE
5. DISCUSS STUDENT ERROR IN WRITING AND ITS RELATIONSHIP TO TEACHING AND ASSESSMENT
6. Design engaging lessons aligned to the California State Academic Content Standards
7. Choose activities and tasks appropriate for the levels and learning needs of diverse 7-12 students, PARTICULARLY AT THE HIGH SCHOOL LEVEL
8. make instructional accommodations for diverse learners (English Learners and special needs candidates included) in planning and teaching NON-FICTION.
9. infuse technology into their planning and teaching.
10. create and use a variety of assessment strategies FOR TEACHING WRITING, LANGUAGE SKILLS, AND NON-FICTION.
11. DISCUSS AND APPLY EFFECTIVE TECHNIQUES FOR TEACHING EXPOSITORY READING AND WRITING
12. DEVELOP LESSONS THAT INTEGRATE EXPOSITORY TEXTS AND CREATE CROSS-TEXT CONVERSATIONS

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

OLD None listed.

NEW

1. California Department of Education. English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve. (Go to <http://www.cde.ca.gov/be/st/ss/index.asp> to download the whole thing).
2. California Department of Education. Reading/Language Arts Framework for California Public Schools (Download from <http://www.cde.ca.gov/re/pn/fd/documents/lang-arts.pdf>).
California Department of Education.
3. Olson, Carol Booth. (2003). The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom. Second Edition. Boston: Allyn & Bacon, 2003.
4. Weaver, Constance. Teaching grammar in context / Constance Weaver. Portsmouth, NH : Boynton/Cook Publishers, c1996.
5. Herrell, Adrienne L. Fifty strategies for teaching English language learners. Upper Saddle River, N.J. : Pearson/Merrill Prentice Hall, c2004.

6. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

- Course title
- Prefix/suffix
- Course number
- Units
- Staffing formula and enrollment limits
- Prerequisites/corequisites
- Catalog description
- Course content
- References
- GE
- Other

Justification The course sequence (EDSS 533 and 543) was adjusted to allow for continuity of topics over the two semesters and for a sustained focus on the two different levels of secondary school students. 533 will focus primarily on middle school and 543 on high school. Additions were also made to incorporate objectives relating to classroom talk. The corequisites were updated to reflect part-time and full-time student enrollment. The title was changed to match the other disciplinary methods in the program.

7. If this modification results in a GE-related change indicate GE category affected and Attach a 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

8. New Resources Required. YES NO

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

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

b. Library needs

c. Facility/space needs

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

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

10. Effective Date (Semester and Year): Fall 2007

Mary Adler

Proposer of Course Modification

10/19/2006

Date

Approvals

Program/Course: EDSS 543

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date