

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by November 9, 2007, to make the next catalog production

DATE (CHANGE DATE IF REVISED): 11.15.07

PROGRAM AREA(S): EDUCATION

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

OLD

Prefix EDSS Course# 543 Title Teaching English in High Schools Units (3)
 3 hours lecture per week
 hours blank per week

NEW

Prefix EDSS Course# 543 Title Teaching English in High Schools Units (4)
 4 hours lecture per week
 hours blank per week

- Prerequisites: Admission to the Single Subject Credential Program
- Corequisites: EDSS 570, EDSS 580, EDSS 575, or EDSS 585

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- Corequisites: EDSS 570, EDSS 580, EDSS 575, or EDSS 585

Description (Do not use any symbols): 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.

Description: A study of the content and methods of teaching writing that are specific to language development, including a focus on LITERACY, 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. EMPHASIZES teaching in multicultural, multilingual and inclusive classrooms.

- Gen Ed Categories
- Lab Fee Required
- Hegis Code
- Graded CR/NC
- Repeatable for up to _____ units
- Multiple Enrollment in (Student's same semester choice)
- Mission Based Learning Objectives: Interdisciplinary International Multicultural Service Learning
- American Institutions, Title V Section 40404: Government US Constitution US History (Refer to EO 405, for more information at: <http://senate.csuci.edu/comm/curriculum/resources.htm>)
- Service Learning Course

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2. Mode of instruction (Hours per Unit are set for you)

	<u>Existing</u>				<u>Proposed</u>				
	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)	
Lecture	<u>3</u>	<u>1</u>	<u>20</u>	_____	Lecture	<u>4</u>	<u>1</u>	<u>20</u>	_____
Seminar	_____	<u>1</u>	_____	_____	Seminar	_____	<u>1</u>	_____	_____
Laboratory	_____	<u>3</u>	_____	_____	Laboratory	_____	<u>3</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____	Activity	_____	<u>2</u>	_____	_____
Field Studies	_____	_____	_____	_____	Activity	_____	<u>2</u>	_____	_____
Indep Study	_____	_____	_____	_____	Activity	_____	<u>2</u>	_____	_____
Other blank	_____	_____	_____	_____	Activity	_____	<u>2</u>	_____	_____

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

OLD

Teaching Non-Fiction (essay, non-fiction, journalism, creative n.f., popular media)

- 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

NEW

CONTENT AT LEFT:

- Teaching Non-Fiction (essay, non-fiction, journalism, creative n.f., popular media)
- Integration of non-fiction into English Language Arts; initiating cross-text conversations
- Teaching Reading: Challenges
- Teaching Writing: Challenges
- Role of grammar instruction
- Assessment

PLUS THE FOLLOWING ADDITIONAL CONTENT:

- WHAT IS LITERACY IN AN ENGLISH CLASSROOM?
- FACTORS INFLUENCING LITERACY DEVELOPMENT
 - READING PROCESSES
 - ROLE OF SCHEMA/LONG & SHORT TERM MEMORY
 - INSTRUCTIONAL SCAFFOLDING
 - PRIOR KNOWLEDGE
- ASSESSING AND DEVELOPING READING COMPREHENSION
- ASSESSING AND TEACHING VOCABULARY DEVELOPMENT
- TEXTBOOK ANALYSIS & ADAPTATION

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

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 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

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 their theory of language, LITERACY, and language learning
- 2) Articulate an understanding of the role of grammar instruction in teaching writing
- 3) Adapt writing AND READING instruction to accommodate the needs of DIVERSE LEARNERS (second language learners AND SPECIAL NEEDS LEARNERS INCLUDED)
- 4) Discuss the role of metacognition in teaching LITERACY SKILLS and incorporate it into classroom practice
- 5) Discuss student error in writing AND READING 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 learning AND LITERACY needs of diverse 7-12 students, particularly at the high school level
- 8) EXPLAIN THE MULTIPLE FACTORS AFFECTING LITERACY DEVELOPMENT IN ENGLISH.
- 9) Infuse technology into their planning and teaching
- 10) Create and use a variety of DIAGNOSTIC, INFORMAL, AND FORMAL assessment strategies TO MEASURE LITERACY AND DISCIPLINARY DEVELOPMENT
- 11) Discuss and apply effective techniques for teaching expository reading and writing

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

OLD 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

NEW Texts listed above, plus:

Content area reading and learning : instructional strategies/Eds. Diane Lapp, James Flood, Nancy Farnan. Mahwah, N.J.: Lawrence Erlbaum, 2004.

Content Area Reading: Literacy and Learning Across the Curriculum (8th Edition)
by Richard T. Vacca, Jo Anne L. Vacca. Pearson Allyn & Bacon, 2005.

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 Learning Objectives

Justification: This modification aligns literacy instruction within the content areas rather than separately. We have added one additional unit to this course and integrated content in literacy from EDSS 540. Students will not need to take the full 3 units of EDSS 540 because the instruction integrates more efficiently within the content areas and is more economical in terms of time.

7. **General Education Categories:** All courses with GE categories notations (including deletions) must be processed at 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-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 – all modifications submitted prior to November 9th will be effective in the Fall 2008 catalog): Fall 2008

Mary Adler

Proposer of Course Modification

10/15/07

Date

Approvals

Program/Course:

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date