

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA ENGLISH

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.]

ENGL 475 Language in Social Context (3)

Three hours lecture/discussion per week

Prerequisite: Completion of ENGL 100 or equivalent and permission of instructor.

Focus is on the nature of literacy, with emphasis on literacy development for English Only (EO) and English Language Learners (ELLs), investigation and knowledge of the development and acquisition of English literacy, and understanding the role of concepts and contexts in word meanings, vocabulary development, and multiple meanings. Also stressed will be differences between English and other languages that impact the acquisition of English literacy by ELLs, the role of primary language literacy in the development of English language among ELLs, and the impact of disabilities on oral and written English language development.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	3	1	25
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 course is an elective within the English major and a required course for Liberal Studies.

Students completing this course will:

- Apply knowledge of a) the development of a first language and the acquisition of subsequent ones (Domain 1-1.2);
- Describe the principal observable milestones in the development of a first language and the acquisition of subsequent ones (Domain 1-1.2);
- Discuss second language acquisition theory and the role of the primary language in second language learning and literacy development (Domain 1-1.2);
- Demonstrate that they understand the range of issues related to the interactions of first languages and other languages (Domain 1-1.2);
- Understand and use the major descriptions of developing literacy for English speakers and English language learners (Domain 1-1.3);
- Identify the progressive development of phonemic awareness, decoding, comprehension, word recognition, and spelling (Domain 1-1.3);
- Describe how these processes interact with the development of concepts, of vocabulary, and of contextual analysis (Domain 1-1.3);
- Apply knowledge of the implications that language development and differences have for the processes of learning to read and reading to learn (Domain 1-1.4);
- Apply a range of assessment methods and instruments to the respective and interrelated developing abilities (aural/oral), speaking, reading (decoding and comprehension), vocabulary, and spelling conventions (Domain 1-1.4);
- Recognize individual learner differences and learner special needs, through identifying special features that may identify a pupil's language/literacy development as exceptional. Apply knowledge of how to distinguish such features from interlanguage effects (Domain 1-1.2; Standard 8-8.1; Standard 8-8.2)
- Use current and emerging technologies in efforts to increase their subject matter knowledge and understanding and understand the ethical and social issues related to technology (Standard 9-9.2; Standard 9-9.4).

4. Is this a General Education Course YES NO
 If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	
Upper-Division Interdisciplinary	

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

Language structure and function across developmental stages
 Theoretical models of acquisition as influences by innatist/behaviorist views
 Structure and meaning
 Second Language Acquisition
 Bilingualism
 Family factors and school influences for at-risk students
 Literacy development
 Sociolinguistic factors affecting first- and second-language development

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

Leyba, Charles, ed. Schooling & Language Minority Students: A Theoretical Framework. California State Department of Education. 1983.
 Au, Kathryn. Literacy Instruction in Multicultural Settings. 1993.
 Nieto, Sonia. Affirming Diversity: The Sociopolitical Context of Multicultural Education. Third Edition, 1999.

7. **List Faculty Qualified to Teach This Course.**

English Faculty

8. **Frequency.**

a. Projected semesters to be offered: Fall _____ Spring 1 Summer _____

9. **New Resources Required.**

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space needs

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.

__ Jacquelyn Kilpatrick & Renny Christopher _____ 1-6-03 _____
 Proposer of Course Date