COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 7/2/2012

PROGRAM AREA(S) : EDUCATION

Directions: All of sections of this form must be completed for course modifications. Use <mark>YELLOWED</mark> areas to enter data. All documents are stand alone sources of course information.

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1. **Indicate Changes and Justification for Each.** *[Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

	Course title	x Course Content
	Prefix/suffix	x Course Learning Outcomes
	Course number	References
x	Units	GE
	Staffing formula and enrollment limits	Other
	Prerequisites/Corequisites	Reactivate Course
x	Catalog description	
	Mode of Instruction	

Justification: This course was previously increased from 3 to 4 units to add literacy methods within the content methods course. With new California Core standards that specify literacy requirements for content areas, we have submitted a 2 unit stand-alone course for the literacy content (see EDSS 540). The literacy course will remove the need for the extra content in this methods course. However, we have kept key literacy objective(s) in this course so that the content area methods teachers can reinforce good literacy practices. Additionally, we have rewritten the catalog description to be more general and parallel to other methods courses.

2. **Course Information.**

 [Follow accepted catalog format.] **(Add additional prefixes i f cross-listed)**

OLD	NEW
Prefix EDSS Course# 543	Prefix EDSS Course# 543
Title Teaching English in High Schools Units (4)	Title Teaching English in High Schools Units (3)
4 hours lecture per week	3 hours lecture per week
hours blank per week	hours blank per week
x Prerequisites: Admission to the Single Subject Credential Program	x Prerequisites: Admission to the Single Subject Credential Program
Consent of Instructor Required for Enrollment	Consent of Instructor Required for Enrollment
x Corequisites: EDSS 570, EDSS 580, EDSS 575, or EDSS 585	x Corequisites: EDSS 570, EDSS 580, EDSS 575, or EDSS 585

OLD

Catalog 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.

NEW

Catalog 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.~~
A study of the content, methodology, materials and current research in teaching high school English courses. Focuses on English and literacy methods, curriculum design and planning, differentiation, and technology use specific to teaching English courses in grades 9-12. 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.

General Education Categories:	General Education Categories:
Grading Scheme (Select one below):	Grading Scheme (Select one below):
x A – F	x A – F

Credit/No Credit
Optional (Student's Choice)
Repeatable for up to ____ units
Total Completions ____
Multiple Enrollment in Same Semester Y/N
Course Level:
____ Undergraduate
x Post-Baccalaureate
____ Graduate

Credit/No Credit
Optional (Student's Choice)
Repeatable for up to ____ units
Total Completions ____
Multiple Enrollment in Same Semester Y/N ____
Course Level:
____ Undergraduate
x Post-Baccalaureate
____ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)   Hegis Code(s)_____
(Provided by the Dean)

Existing   **Proposed**

	Units	Hours Per Unit	Benchmark Enrollment	Graded
Lecture	**4**	**1**	**20**	Y
Seminar		**1**		
Lab		**3**		
Activity		**2**		
Field Studies				
Indep Study				
Other blank				
Online				

	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	**3**	**1**	**20**	Y	
Seminar		**1**			
Lab		**3**			
Activity		**2**			
Field Studies					
Indep Study					
Other blank					
Online					

4. 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-1 Art
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).

☐ Online Course (Answer YES if the course is ALWAYS delivered online).

5. **Justification and Requirements for the Course.** *[Make a brief statement to justify the need for the course]*

OLD
This is a required course for students seeking a Single Subject Credential in English.

x Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

Submit Program Modification if this course changes your program.

NEW
This is a required course for students seeking a Single Subject Credential in English.

x Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

6. **Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: *http://senate.csuci.edu/comm/curriculum/resources.htm*. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

OLD
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
Students who successfully complete this course will be able to:
1. ~~Choose~~ PLAN activities and tasks appropriate for the levels and learning needs of diverse 7-12 students, particularly at the high school level
~~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 AND ERROR in teaching writing
3. Adapt writing and reading instruction to accommodate the needs of ~~second language learners~~ A RANGE OF 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~~
4. Design engaging lessons aligned to the California state academic content standards
7. ~~Make instructional accommodations for diverse learners (English learners and special needs candidates included) in planning and teaching non-fiction.~~
5. Infuse technology into their planning and teaching IN A PEDAGOGICALLY SOUND MANNER.
6. Create and use a variety of assessment strategies for teaching writing, language skills, and non- fiction.
7. Discuss and apply effective techniques for teaching expository reading and writing
8. Develop lessons that integrate expository texts and create cross-text conversations

7. **Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

OLD
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

NEW
- Strategies for critical analysis of non-fiction texts (ERWC)
- Scaffolding within/across lessons
- The Research Paper
- Integration of non-fiction into ELA; initiating cross-text conversations

Teaching Reading

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

- Techniques for motivating resistant readers Cognitive/metacognitive strategies
- Supporting language development (SDAIE approaches)
- VOCABULARY INSTRUCTION
- Role of grammar instruction
  - Understanding language development and writing
  - Grading and responding to student writing

DIFFERENTIATION
- SELECTING A RANGE OF TEXTS IN DIFFERENT GENRES
- TEACHING TO A RANGE OF STUDENTS
- STUDENT CASE ANALYSIS/CASE STUDY

Unit Planning
- Essential questions
- Planning and organizing
- Outcomes-based planning/alternative assessments
- Scaffolding for skills

• ~~Understanding language development and writing~~
• ~~Responding to student errors~~
• ~~Metacognitive Strategies~~
~~Assessment~~
• ~~Backwards planning~~
• ~~Scaffolding over time~~
• ~~Alternative assessments~~
• ~~Responding to/preparing for NCLB~~

Does this course content 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.

8. **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).**
      B. **List each cross-listed prefix for the course:** ▮
      C. **Program responsible for staffing:** ▮

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

5. Burke, Jim. (2008). The English Teacher's Companion. Third edition. Portsmouth, NH: Heinemann.

10. Tenure Track Faculty qualified to teach this course.
   Jeanne Grier

11. Requested Effective Date or First Semester offered: Spring 2013

12. New Resource 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: Yes ▢   **No** ▢   **(Refer to the Dean's Office for additional processing)**
   E. Other. ▢

13. Will this course modification 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 1, 2012 of preceding year.
   Priority deadline for Course Proposals and Modifications: October 15, 2012.
   Last day to submit forms to be considered during the current academic year: April 15th.

Mary Adler & Jeanne Grier   7/2/2012
_____   _____
Proposer(s) of Course Modification   Date
Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: EDSS 541

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.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

General Education Chair		
	Signature	Date

Center for Intl Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Civic Engagement and Service Learning Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date