

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production

DATE (CHANGE DATE EACH TIME REVISED): 10.1.13 ; REV 11.25.13

PROGRAM AREA(S): ENGLISH

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

1. Indicate Changes and Justification for Each. [Mark an X by all change areas that apply and follow-up your 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, Mode of Instruction, Course Content, Course Learning Outcomes, References, GE, Other, Reactivate Course

Justification: New regulations from the California Commission on Teacher Credentialing require revisions and modifications to this course.

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD Prefix ENGL Course# 475 Title Language in Social Context Units (3) 3 hours lecture per week hours blank per week

NEW Prefix ENGL Course# 475 Title Language in Social Context Units (3) 3 hours lecture per week hours blank per week

- X Prerequisites: ENGL 103 or ENGL 105 or equivalent or permission of instructor X Consent of Instructor Required for Enrollment Corequisites:

- X Prerequisites: ENGL 103 or ENGL 105 or equivalent or permission of instructor Consent of Instructor Required for Enrollment Corequisites:

Catalog Description (Do not use any symbols): 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.

Catalog Description (Do not use any symbols): Focus is on first and second language acquisition within social and cultural contexts, investigation and knowledge of the development of English literacy, and understanding the role of primary language literacy in the development of a second language. Instructional methods and assessments effective for English learners will be stressed.

u Grading Scheme (Select one below):

- 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

General Education Categories: Grading Scheme (Select one below):

- 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: X Undergraduate

Post-Baccalaureate Graduate

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 | | Units | Hours Per Unit | Benchmark Enrollment | Graded | CS No. (filled out by Dean) |
|---------------|--------------------------|----------------|--------------------------|--------------------------|---------------|--------------------------|----------------|--------------------------|--------------------------|-----------------------------|
| Lecture | <u>3</u> | <u>1</u> | <u>25</u> | X | Lecture | <u>3</u> | <u>1</u> | <u>25</u> | X | <input type="checkbox"/> |
| Seminar | <input type="checkbox"/> | <u>1</u> | <input type="checkbox"/> | <input type="checkbox"/> | Seminar | <input type="checkbox"/> | <u>1</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lab | <input type="checkbox"/> | <u>3</u> | <input type="checkbox"/> | <input type="checkbox"/> | Lab | <input type="checkbox"/> | <u>3</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity | <input type="checkbox"/> | <u>2</u> | <input type="checkbox"/> | <input type="checkbox"/> | Activity | <input type="checkbox"/> | <u>2</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Field Studies | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | Field Studies | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indep Study | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | Indep Study | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other blank | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | Other blank | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Online | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | Online | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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/ge>
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 (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
Regarding 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 course is an elective within the English major and a required course for Liberal Studies.

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

NEW

This course is an elective within the English major, a required course for the English education option and Liberal Studies, Early Childhood Studies, and a prerequisite for all credential programs.

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

Submit Program Modification if this course changes your program.

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).

Upon completion of the course, the student will be able to:

OLD

This course is an elective within the English major and a required course for Liberal Studies

•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

•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 -1.3);

•Apply a range of assessment methods and instruments to the respective and interrelated developing abilities (aural/oral),

Upon completion of the course, the student will be able to:

NEW

•Describe the principal observable milestones including listening, speaking, reading and writing in the development of a first language and the acquisition of subsequent ones;

•Discuss second language acquisition theory and the role of the primary language, including non-dominant varieties of English, in second language learning and literacy development including positive and negative experiences with language transfer;

•Describe how teachers support English language learners in developing literacy skills through SDAIE approaches and reading techniques;

•Discuss a range of local, California and national assessment methods for the placement and instruction of English learners and the ethical obligations for teaching English learners;

•Apply knowledge of the implications that language development and differences have for the processes of learning to read and reading to learn;

•Describe culturally and linguistically responsive educational theories, approaches and practices including engaging with families and communities;

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).

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

OLD

- Language structure and function across developmental stages
- Theoretical models of acquisition as influenced 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

NEW

- ELLs and the factors that influence their instruction including social and family factors
- Language structure and function across developmental stages
- Theoretical models of first and second language acquisition (cognitive, affective, sociocognitive, and sociocultural)
- Theories of second language acquisition and current educational practices/standards
- Multilingualism and cognition
- Constructivist pedagogies for effective instruction in reading, writing, listening and speaking
- SDAIE approaches to teaching English learners
- CELDT and local assessments and their implications for teaching
- Societal and educational responses to language variation and non-dominant varieties of English

Does this course content overlap with a course offered in your academic program? Yes No

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

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)

- List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- List each cross-listed prefix for the course:
- Program responsible for staffing:

9. References. [Provide 3-5 references]

OLD

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.

NEW

California Department of Education. (2010). *Improving Education for English Learners: Research-Based Approaches*. California: California Department of Education Press.

Haynes, J. & Zacarian, D. (2010). *Teaching English Language Learners Across the Content Areas*. Alexandria, VA: Association for Supervision and Curriculum Development.

Au, K. (2011). *Literacy achievement and diversity: Keys to success for students, teachers, and schools* (Multicultural Education Series). New York: Teachers College Press.

Gonzalez, N., Moll, L. and Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. New York: Routledge.

10. Tenure Track Faculty qualified to teach this course.

Mary Adler, Lilian Castañeda, Manuel Correia, Carola Matera, Elizabeth Quintero

11. Requested Effective Date or First Semester offered: **Spring 2014**

12. New Resource Requested: Yes No

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 No

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

Priority deadline for New Minors and Programs: **October 1, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Mary Adler and Manuel Correia

October 1, 2013

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course:

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.

| | | |
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| Program Chair | | |
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Signature

Date

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| Program Chair | | |
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Signature

Date

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| Program Chair | | |
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Signature

Date

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| General Education Chair | | |
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Signature

Date

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| Center for Intl Affairs Director | | |
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Signature

Date

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| Center for Integrative Studies Director | | |
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Signature

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| Center for Multicultural Engagement Director | | |
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Signature

Date

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| Center for Civic Engagement and Service Learning Director | | |
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Signature

Date

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| Curriculum Chair | | |
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Signature

Date

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| AVP | | |
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Signature

Date