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 (FOR 15_16 CATALOG)

DATE (CHANGE DATE EACH TIME REVISED): 4/18/2014. REV: 4/22/2014
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.

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1. **Indicate Changes and Justification for Each.** *[Mark an X by all change areas that apply then please follow-up your X's with justification(s) for each marked item. Be as brief as possible but, use as much space as necessary.]*

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

Justification: The English Program has agreed to the School of Education request to cross-list this course in both programs, as it serves a majority of EDUC or LS students and the content is integrated from both disciplines. We would also like to remove the prerequisite that has never been adhered to but is a remnant of the original course development.

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

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

x Prerequisites: Completion of ENGL 100 or equivalent and permission of instructor.
    Consent of Instructor Required for Enrollment
    Corequisites:

x Prerequisites: Upper division or post baccalaureate standing.
    Consent of Instructor Required for Enrollment
    Corequisites:

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. Also stressed will be instructional methods and assessments effective for English learners.

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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

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Grading Scheme (Select one below):
   x A – F
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3. Mode of Instruction (Hours per Unit are defaulted)　　　Hegis Code(s)_____

Existing　　　　　　　　　　　　　　　　　　　　**Proposed**

	Units	Hours Per Unit	Default Section Size	Graded
Lecture	**3**	**1**	**25**	
Seminar		**1**		
Lab		**3**		
Activity		**2**		
Field Studies				
Indep Study				
Other blank				
Online				

	Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture	**3**	**1**	**30 (25)**		
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 (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).

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

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

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

•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;

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•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;

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

OLD

* 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?
* Bilingualism and cognition
* Constructivist pedagogies for effective instruction in reading, writing, listening and speaking
* SDAIE approaches to teaching English learners

NEW

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* Bilingualism 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	* 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** 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)** *Beyond three disciplines consult with the Curriculum Committee.*
    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: ENGL EDUC**
    C. **Program responsible for staffing: ENGL**

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

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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: Fall 2014**

12. **New Resource Requested: Yes** ▮   **No** xx
     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** x   **(Lab fee requests should be directed to the Student Fee Committee)**

    E. **Other.** ▮

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes `[  ]` **No** x

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   4-18-2014

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.

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