

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2011, and finalized by the end of the fall semester for the next catalog production.

Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*)

SEPTEMBER 29, 2011; REV 10.27.11

PROGRAM AREA(S)

MA IN EDUCATION

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) **and Course No.** EDCI 643

Title: Advanced Methods in the Teaching of English in Secondary Schools **Units:** 3

x Prerequisites Acceptance into an MA Program

Corequisites

Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): A theoretical and research-based approach to the teaching of literature and writing with practical applications to secondary schools. Emphasizes responsiveness to students' literacy needs, incorporation of technology, and intentionality in planning curriculum.

Grading Scheme:

x A-F Grades

Credit/No Credit

Optional (Student Choice)

Repeatability:

Repeatable for a maximum of units

Total Completions Allowed

Multiple Enrollment in Same Semester

Course Level Information:

Undergraduate

Post-Baccalaureate/Credential

x Graduate

Mode of Instruction/Components (*Hours per Unit are defaulted.*)

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3	1	20	X	
Seminar		1			
Laboratory		3			
Activity		2			
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3 hours lecture per week

hours blank per week

Is this course delivered online? Yes_____ No__X__

2. 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).

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification: In providing students with advanced instruction in English methods, this course responds to the needs of English teachers enrolled in the Specialization in Curriculum and Instruction for the Education MA. ☐

B. Degree Requirement: Requirement for the Major/Minor **Note: Submit Program Modification if**
x Elective for the Major/Minor **this course changes your program.**
☐ Free Elective

4. Student Learning Outcomes. (List in numerical order. You may wish to use the following resource in utilizing measurable verbs: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

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

- describe the current climate for English language arts teaching, including the influence of national, state, and local standards movements and the real demographics of today's classrooms
- make theoretical and practical connections across the range of curriculum, instruction, and assessment in English/language arts
- reflect upon and critically analyze one's own and observed teaching practices in light of related theory and research in English education
- design coherent and effective units of instruction which reflect current research, theory, and practice in English/language arts,
- incorporate media/technology into the curriculum to enhance the teaching and learning of the English language arts
- articulate a teaching philosophy that is guided by research and theory and is responsive to students' needs

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

Historical, political and social influences on the teaching of English

Creating a personal and professional teaching philosophy

Identifying and responding to students' needs for literacy

Creating and teaching instructional units

Teaching literature: Theory and Practice

Teaching writing: Theory and Practice

Incorporating technology into the curriculum

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.

6. 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).

List each cross-listed prefix for the course:

B. Program responsible for staffing:

7. References. [Provide 3 - 5 references]

Smagorinsky, P. (2008). *Teaching English by Design: How to Create and Carry out Instructional Units*. Portsmouth, NH: Heinemann.

Appleman, D. (2000). *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*. New York: Teachers College Press.

Kinloch, V. (Ed.). (2011). *Urban Literacies: Critical Perspectives on Language, Learning, and Community*. New York: Teachers College Press.

Smith, M. , Wilhelm, J. (2010). *Fresh Takes on Teaching Literary Elements: How to Teach What Really Matters About Character, Setting, Point of View, and Theme*. New York: Scholastic.

Herrington, A. (Ed.), Hodgson, K. , Moran, C. , & Eidman-Aadahl, E. (2009). *Teaching the New Writing: Technology, Change, and Assessment in the 21st-century Classroom*. New York: Teachers College Press.

8. Tenure Track Faculty Qualified to Teach This Course.

Mary Adler

9. Requested Effective Date: Fall 2012

First semester offered:

10. New Resources 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 (please refer to Dean's Office for additional processing) Yes ☐ No ☐

E. Other

11. Will this new course 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, 2011** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2011**, of preceding year.

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

Mary Adler

9/29/2011

Approval Sheet

Program/Course: [REDACTED]

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 International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
AVP		
	Signature	Date