



Course Change Proposal Form A



Academic Group (College): Education	Academic Organization (Department): Teacher Education	Date: February 26, 2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Robert Pritchard	Submitted by: Robert Pritchard
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/>, 2007

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog No. (course no.): EDTE 225C	Title: Theoretical Issues in Adult Literacies	Units: 03
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JUSTIFICATION:

Course will be offered as core requirement in the new graduate Certificate in Teaching Reading to Adults. Currently no undergraduate or graduate course exists in Teacher Education that examines adult literacies in the light of contemporary sociocultural theories about education, class, race, nation, language, and other issues. Course will provide a way for students in the Certificate program to enroll in an EDTE course to study theories in multiliteracies, motivation, pedagogies by reading and by listening to guest lecturers, colloquium-style, who are literacies practitioners in local prisons, community colleges, and neighborhood adult learning projects.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

This course will introduce students to current theories surrounding the pedagogies and politics of adult literacies within a wide variety of contexts, including community colleges, prisons, and community projects. The course materials will also incorporate information on technological literacies, information literacies, cultural literacies, and multiliteracies. In addition, students will be partnered with community literacy experts and required to complete formal observations of adult reading classrooms throughout the semester, fostering collaboration between the local community and the university.

Note:

Prerequisite:
Enforced at Registration: Yes No

Corequisite:
Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification (e.g., lecture, lab, seminar, discussion): C5	Title for SIS+/CMS (not more than 30 characters): Issues in Adult Literacies

Cross Listed? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, do they meet together and fulfill the same requirement, and what is the other course. No, they do not meet together. Yes, they fulfill the same requirement. ENGL 225C
How Many Times Can This Course be Taken for Credit? <u> 1 </u>	
Can the course be taken for Credit more than once during the same term? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
 See the example at <http://www.csus.edu/afaf/example.htm>

Course Goals:

- By the end of the course, each student will be able to
- identify major current theories surrounding issues in adult literacies
 - critically apply a range of cultural theoretical approaches to the teaching of reading to adult readers of all levels, including the beginning reader
 - recognize the role of motivation in critical thinking through literacies
 - examine his or her own assumptions through writing to learn
 - begin to formulate her or his own literacies theory-in-progress as it might be applied in a particular setting
 - understand ways of teaching reading to adults from various cultural backgrounds
 - understand ways of teaching reading to adults with various learning styles
 - recognize the importance of engaging in reading and writing as a process

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Writings:	
Weekly Responses to readings	10%
Group Projects	20%
Conference Paper (Literacy Theory) drafts	10%
Class observation journals	10%
Course Portfolio	50%
Revised Conference Paper	
Adult Reading Course Syllabus	
Self-reflection narrative essay	
Selected informal writings	

For whom is this course being developed?

Majors in the Dept ___ Majors of other Depts X Minors in the Dept ___ General Education ___ Other ___

• Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No ___

If yes, identify program(s): **Certificate in Teaching Reading to Adults**


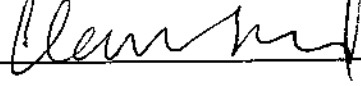
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). English, Teacher Education

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: 	2/27/2007
College Dean or Associate Dean: 	4/6/07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	CONDITIONAL APPROVAL 4/23/07

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.