

AGENDA

College Senate Meeting

January 6, 2010

Room E-500

2:15 p.m.

- I. **Approval of Minutes --- November 11, 2009 and December 9, 2009**
- II. **Report from the Vice-Chairperson**
- III. **Curriculum Committee Report**
 - Revised Course Proposal, ELE 203, Language and Literacy in Childhood Education** – Department of Education and Language Acquisition
 - Revised Course Proposal, ELE 204, Language and Literacy in Early Education**– Department of Education and Language Acquisition
 - Revised Course Proposal, ELN 120, Foundations of American Education**– Department of Education and Language Acquisition
 - Program Change Proposal for Childhood Education**– Department of Education and Language Acquisition
 - New Course Proposal, CPN101, Applied Community Research**— Department of Cooperative Education
 - Articulation Agreement with John Jay College pertaining to the A.A. degree in Writing and Literature**—English Department
 - Proposal to Delete the Joint Accounting/Computer Option of the Accounting Major**—Department of Business and Technology

Presented by Prof. John Shean, Chairperson of the Curriculum Committee
- IV. **Report by Renee Butler to the Senate on the Achieving the Dream Initiative**
- V. **Fact Finding Discussion on Adjunct Faculty Issues**
- VI. **Old Business**
- VII. **New Business**
- VIII. **Adjournment**

Light Refreshments will be served.

**Proposal to Delete the Joint
Accounting/Computer
Option of the Accounting Major**

TYPE OF PROPOSAL	
<input checked="" type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

The Department of Business and Technology proposes the deletion of the Joint Accounting/Computer option of the Accounting major.

There have been many new developments and changes to the field of accounting in the recent past that have made this program obsolete. The program itself leads to no discernable career path. The three computer courses that are included in this accounting program, MAC109 Introduction to Visual Programming, MAC250 Database Concepts and Programming, and MAC260 Introduction to Teleprocessing, do not articulate effectively within CUNY.

COURSE NUMBER: Contact Registrar's Office for designated course number.	CPN101
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As of Fall 2009, there are 82 students majoring in the Joint Accounting/Computer option.

COURSE PROPOSAL FORM

PROPOSING DEPARTMENT:	Cooperative Education
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	N/A
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COURSE TITLE: <small>(maximum 50 characters and spaces)</small>	Applied Community Research
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COURSE ABBREVIATION: <small>(maximum 20 characters and spaces)</small>	App Community Resrch
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COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
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IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:

<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER

Please specify:

CREDITS	3.0
PER WEEK:	
CLASSROOM HOURS	3.0
LAB HOURS	0
STUDENT HOURS	3.0
FACULTY HOURS	3.0

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?

YES

NO

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES

YES

NO

LIBERAL ARTS

YES

NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

REV. 07/18/05

This course will provide students with an introduction to the methods, practices, and outcomes of applied community based research - research to solve practical problems in public and private sectors. Students will become familiar with basic quantitative and qualitative applied research methods and sufficient statistics to complete an urban research project. New York City will be the focus of investigation. Field work, a final research paper and additional written assignments will be required.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

An urban studies course must be completed by each degree candidate. This course will meet this requirement.

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting pre-requisites.

This Course Replaces:
(If it is not a replacement course, write "none".)

None.

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Designed to be an urban studies course.

Was this course offered experimentally?

YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

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Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):	CSE099		
Writing (e.g., none, ENA099):	ENA/ENG/ESA099		
Mathematics (e.g., none, MAT096):	MAT096		
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.		
Prerequisites	Pre/Corequisites	Corequisites
ENG101		

Additional Pre/Pre-Co/Corequisites: Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.
Pre-requisite: ENG101

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Spring I 2010	25

How many times per year will this course be offered?	Estimated # of students per year:
2	50

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
The course will provide an opportunity for students to develop research skills and engage in community-based research projects. This course will also give faculty, students and the college an additional opportunity to work more closely with community partners.

Grading Standards:
Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment.
For example: 3 written quizzes at 10% each = 30%.

CATEGORY	%
Project Design/Evaluation	15%
Needs Assessment	10%
Data Collection	15%
Content Analysis	15%
Project Write-up	25%
Final Presentations	20%
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.
This is an urban studies course. In addition to the research focus of the course, it is also writing intensive and requires weekly writing assignments and an extensive final paper.
The objectives of this course will be met through Co-op's relationship with community partners, including but not limited to: The Fortune Society, Community Boards 2 and 3, The Hospital for Special Surgery, The Caucus CUNY Scholars Program, etc.

Indicate if the course is being developed for a grant. If so, provide relevant details.

No.

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. Introduce students to the city, its people, systems and institutions as subjects for research and analysis.
2. Introduce students to New York as a great laboratory for data gathering and analysis by familiarizing them with the demographics, infrastructure and institutions of the City.
3. Introduce students to research as an experiential endeavor.
4. Introduce students to the use and importance of applied research and help them to develop a sensitivity to the implications of research findings on diverse social and cultural populations.
5. Introduce students to a variety of instruments used to measure attitudes and behaviors in applied research projects.
6. Review basic statistics with students to allow them to effectively analyze research data.
7. Introduce students to techniques to develop a basic research design or evaluate an established

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. Identify the city, its people, systems and institutions as subjects for research and analysis.
2. Illustrate the demographics, infrastructure and institutions of New York as great subject matter for the data gathering and analysis they will be introduced to in this class.
3. Explain why research is characterized as an experiential activity.
4. Appreciate the importance of applied research and demonstrate a heightened sensitivity to the implications of research findings on diverse social and cultural populations.
5. Identify a variety of instruments used to measure attitudes and behaviors in applied research projects.
6. Demonstrate a basic knowledge of statistics sufficient for analysis of applied research data.
7. Develop a basic research design or evaluate an established one and identify its strengths and

INSTRUCTIONAL OBJECTIVES (CONTINUED):

one and identify its strengths and weaknesses.*

8. Examine issues of ethics in research, including moral obligation and personal responsibility.

9. Familiarize students with techniques to collect and analyze data as well as become familiar with selecting, using and analyzing periodicals and archival data.

10. Enable students to analyze research findings and evaluate the impact of those findings on the delivery of services and the effectiveness of social systems.

11. Enable students to demonstrate proficiency in professional writing as well as oral and digital presentation skills.

12. Provide students with an opportunity to develop teamwork, negotiating and leadership skills.

13. Produce and present project reports to agencies and college audiences.

14. Provide students with an opportunity to further develop and demonstrate core competencies such as critical thinking and reading, communication skills (oral and written), technological literacy, information literacy and quantitative reasoning as well as leadership and teamwork skills.

* For this class, many of the research projects will already be designed so that students will be responsible for operationalizing established projects.

PERFORMANCE OBJECTIVES (CONTINUED):

weaknesses.

8. Explain issues of ethics in research, including moral obligation and personal responsibility.

9. Explain and demonstrate techniques to collect and analyze data as well as demonstrate know-how in selecting, using and analyzing periodicals and archival data.

10. Analyze research findings and evaluate the impact of those findings on the delivery of services and effectiveness of social systems.

11. Demonstrate proficiency in professional writing as well as oral and digital presentation skills.

12. Illustrate teamwork, negotiating, and leadership skills.

13. Produce and present project reports to agencies and college audiences.

14. Students will be able to interact professionally with diverse social/cultural populations and agencies while demonstrating a range of core competencies such as critical thinking and reading, communication skills (oral and written), technological literacy, information literacy and quantitative reasoning as well as leadership and teamwork skills.

COURSE OUTLINE: (CONTINUED)

COURSE OUTLINE:
Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Week 1 - Introductions, logistics, course overview. Introduction to New York - demographics, infrastructure, and institutions.

Introduction to applied research: purposes, goals, and criteria; introduction to research instruments.

Distinguishing applied research from other research methodologies, i.e., evaluative

Week 2 - New York as a research laboratory.

Review of past and present examples of New York-specific applied research projects.

Importance and implications of context.

Week 3 - Qualitative/Quantitative Research, Methods and Theory

 Qualitative = text based: interviews, focus groups, observation

 Quantitative = number based: available data, experiments, surveys.

Using these tools to gather New York data

Overview of the project development process.

Week 4 - Project(s) selection/introduction

Review of project(s) strength and weaknesses

Creating teams

Week 5 - Designing/operationalizing the project.

Planning and needs assessment.

Week 6 - Ethical issues: voluntary participation, subject well-being, identity disclosure, confidentiality - e.g. coding, fictitious names, etc.

Design/review of consent forms.

Week 7 - Reviewing and choosing data collection techniques.

Using available information, observing, interviewing, administering written questionnaires, focus group discussions, mapping, etc.

Safety guidelines: project administration, site selection, methodology, operational procedures, etc.

Week 8 - Collecting data and reflecting on the experience.

Week 9 - Continue data collection and reflection on the experience.

Begin the write up with introduction/background.

Week 10 - Continue data collection and reflecting on the experience.

Begin content analysis.

Continue write-up with methods section.

Week 11 - Continue content analysis.

Discuss using, presenting, and integrating data.

Continue write-up with results section.

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

Week 12 - Finalizing the write-up - conclusions.

Week 13 - Final Presentations

Project evaluation.

LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	Babbie, E.R.
TITLE:	The Practice of Social Research
EDITION:	9 th Edition
PUBLISHER:	Wadsworth
DATE:	2001
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Berg, Bruce L.
TITLE:	Qualitative Research Methods for the Social Sciences
EDITION:	6 th Edition
PUBLISHER:	Allyn and Bacon
DATE:	2006
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Lofland, Snow, Anderson, and Lofland
TITLE:	Analyzing Social Settings: A Guide to Qualitative Observation and Analysis
EDITION:	4 th Edition
PUBLISHER:	Wadsworth
DATE:	2006
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Denzin, N.K., & Lincoln, Y.S. (Eds.)
TITLE:	The Sage handbook of qualitative reserach
EDITION:	3rd
PUBLISHER:	Thousand Oaks: Sage Publications
DATE:	2005
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Miller, D.C., Miller, D.C., & Salkind, N.J.Z.
TITLE:	Handbook of research design & social measurement
EDITION:	6th
PUBLISHER:	Thousand Oaks, Calif.: Sage
DATE:	2002
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	O Dochartaigh, N.
TITLE:	The internet research handbook: A practical guide for students and researchers in the
EDITION:	
PUBLISHER:	Thousand Oaks: Sage Publications
DATE:	2002
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	Salkind, Neil
TITLE:	Statistics for People Who (Think They) Hate Statistics
EDITION:	2nd
PUBLISHER:	Thousand Oaks, CA: Sage
DATE:	2004
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	C. Stern
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**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
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Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
25

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	C. Stern
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SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

Infoshare Online
Social Explorer

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	Theresia Litvay-Sardou
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TYPE PROPOSER'S NAME & OBTAIN INITIALS	Francine White
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APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Francine White	Cooperative Education	

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Marie T. Hanlon	Cooperative Education	

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Mark Blackman	Cooperative Education	

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Francine White	Cooperative Education	

LaGuardia Community College
Department of Education and Language Acquisition
Childhood Education

Old Curriculum	New Curriculum
Counseling	Counseling
New Student Seminar 0	New Student Seminar 0
English: 12 credits	English: 12 credits
ENG 101: Composition I 3	ENG 101: Composition I 3
ENG 102: Writing Through Literature 3	ENG 102: Writing Through Literature 3
<i>Choose one of the following courses:</i> 3	<i>Choose one of the following courses:</i> 3
ENG 205: The Bible as Literature	ENG 205: The Bible as Literature
ENG 260: The Novel	ENG 260: The Novel
ENG 265: The Drama	ENG 265: The Drama
ENG 266: Shakespeare	ENG 266: Shakespeare
ENG 270: Introduction to Poetry	ENG 270: Introduction to Poetry*
<i>Choose one of the following courses:</i> 3	<i>Choose one of the following courses:</i> 3
ENG 225: Afro-American Literature	ENG 225: Afro-American Literature
ENG 269: Contemporary Black American Fiction	ENG 269: Contemporary Black American Fiction
Humanities: 6 credits	Humanities: 6 credits
HUM 104: Music for Children 3	HUM 104: Music for Children 3
<i>Choose one of the following courses:</i> 3	<i>Choose one of the following courses:</i> 3
HUA 103: Beginning Drawing	HUA 103: Beginning Drawing
HUA 110: Beginning Painting	HUA 110: Beginning Painting
HUA 115: Color Theory	HUA 115: Color Theory
HUA 120: Beginning Sculpture	HUA 120: Beginning Sculpture
HUC 190: Acting I	HUC 190: Acting I
Social Sciences: 12 credits	Social Sciences: 12 credits
SSH 101: Themes in American History to 1865 3	SSH 101: Themes in American History to 1865 3
SSH 102: Themes in American History since 1865 3	SSH 102: Themes in American History since 1865 3
SSA 101: Cultural Anthropology 3	SSA 101: Cultural Anthropology 3
SSY 105: Learning and Education 3	SSY 105: Learning and Education 3
Mathematics: 6 credits	Mathematics: 6 credits
MAT 104: Mathematics in Elementary Education* 3	MAT 104: Mathematics in Elementary Education ** 3
MAT 120: Elementary Statistics 1 3	MAT 120: Elementary Statistics 1 3
Natural and Applied Sciences: 3 credits	Natural and Applied Sciences: 4 credits
SCB 101: Topics in Biological Sciences** 3	SCB 115: Principles of Biology*** 4
Education and Language Acquisition: 15 credits	Education and Language Acquisition: 15 credits

TYPE OF PROPOSAL	
<input checked="" type="checkbox"/>	PERMANENT
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC

<p>ELN 120: Foundations of American Education 3</p> <p>ELL 101: Introduction to Language 3</p> <p>ELE 203: Language and Literacy in Early Childhood Education 3</p> <p>Modern Languages and Literatures 6</p> <p>Co-op: 4 credits</p> <p>CEP 112: Childhood Education Internship I 2</p> <p>CPA 011: Reflective Practice in the Teaching Profession I 0</p> <p>CEP 212: Childhood Education Internship II 2</p> <p>CPB 011: Reflective Practice in the Teaching Profession II 0</p> <p>Co-Major: 6 credits 6</p> <p>Courses to be determined in consultation with Education Advisor</p> <p style="text-align: right;">TOTAL CREDITS: 64</p> <p>* Students in this program receive a waiver from the Mathematics Department which exempts them from taking MAT 103</p> <p>**Students whose co-major is Biology must take SCB 201 (Fundamentals of Biology I) in place of SCB 101; Students whose co-major Chemistry must take SCC 201 (Fundamentals of Chemistry I) in place of SCB 101.</p>	<p>ELN 120: Foundations of American Education 3</p> <p>ELL 101: Introduction to Language 3</p> <p>ELE 203: Language and Literacy in Early Childhood Education 3</p> <p>Modern Languages and Literatures 6</p> <p>Co-op: 4 credits</p> <p>CEP 112: Childhood Education Internship I 2</p> <p>CPA 011: Reflective Practice in the Teaching Profession I 0</p> <p>CEP 212: Childhood Education Internship II 2</p> <p>CPB 011: Reflective Practice in the Teaching Profession II 0</p> <p>Co-Major: 5 credits 5</p> <p>Courses to be determined in consultation with Education Advisor</p> <p style="text-align: right;">TOTAL CREDITS: 64</p> <p>*Students who co-major is English must take ENG 270 (Introduction to Poetry)</p> <p>** Students in this program receive a waiver from the Mathematics Department which exempts them from taking MAT 103</p> <p>***Students whose co-major is Biology must take SCB 201 (Fundamentals of Biology I) in place of SCB 115; Students whose co-major is Chemistry must take SCC 201 (Fundamentals of Chemistry I) in place of SCB 115.</p> <p style="text-align: right;">TOTAL CREDITS: 64</p>
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COURSE PROPOSAL FORM

PROPOSING DEPARTMENT:	Education and Language Acquisition
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SENATE
CHANCELLOR

SECOND DEPARTMENT FOR JOINT PROPOSAL:	
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COURSE TITLE: (maximum 50 characters and spaces)	Foundations of American Education
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COURSE ABBREVIATION: (maximum 20 characters and spaces)	Found of Amer Ed
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COURSE STATUS:	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REVISED
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COURSE NUMBER: Contact Registrar's Office for designated course number.	ELN 120
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CREDITS	3	NAME OF	Thomas
PER WEEK:		DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?	
CLASSROOM HOURS		<input type="checkbox"/> YES	
LAB HOURS	0	<input type="checkbox"/> NO	
STUDENT HOURS	3		
FACULTY HOURS	3		

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
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<input checked="" type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input checked="" type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input checked="" type="checkbox"/> OTHER
Please specify: Terms offered

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input checked="" type="checkbox"/> YES
<input type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES
<input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This writing intensive course introduces students to the socio-cultural and historical forces that influence urban education. Through the reflective decision-making model, and using New York City schools as a laboratory, students examine issues related to urban and language minority students. Topics include analysis of major educational ideas, practices and pedagogy of education and bilingual education. Students must register for an internship and seminar. Students will create teacher education ePortfolios.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Childhood and Secondary Education;
Education Associate: The Bilingual Child

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

None

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

Students not in Secondary Education,
Childhood Education or Education
Associate: The Bilingual Child

This Course Replaces:
(If it is not a replacement course, write "none".)

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Childhood and Secondary Education;
Education Associate: The Bilingual Child

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):	MAT 095		
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
ENG 101		CPA 011

Additional Pre/Pre-Co/Corequisites: Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

--

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Fall 12 week Session 2010	25

How many times per year will this course be offered?	Estimated # of students per year:
2	100

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
Required of education majors for transfer to four-year degree program.
Revision 10/07: CPA011 in Cooperative Education had not been developed when the Foundations course was initially proposed. Now co-requisites can be added as course number for the Co-op course is now available
Revision 12/08: Education majors are required to develop Teacher Education ePortfolios.
Revision 10/09: Change in Pre/Co-requisites to meet the writing needs of this Writing Intensive course.

Grading Standards:
Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment.
For example: 3 written quizzes at 10% each = 30%.

CATEGORY	%
Reading Reflection Papers	20%
Midterm Exam	20%
In-class Writing on Field Trips	10%
Research Paper	25%
Final Exam	25%
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

Indicate if the course is being developed for a grant. If so, provide relevant details.

--

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

- 1) Familiarize students with the urban educator's responsibility within teaching and public education's function within society.
- 2)Familiarize students with the historical development of American Education and provide a framework for analyzing historical and contemporary issues in urban education.
- 3)Enable students to examine the various educational theories that have shaped the urban public school curriculum and explore current issues and controversies in American education
- 4)Introduce students to impact of schooling influences (social, gender, cultural, economic, racial, and ethnic differences) and to the structure and functions of the state school system, the urban school system, and the role of the federal government in education.
- 5)Enable students to examine American education within a global context.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

- 1)Describe teachers' responsibilities for teaching and identify conditions and variables influencing the urban teaching profession.
- 2)Identify significant historical, cultural, global, and educational forces that have shaped urban education in America.
- 3)Identify essential characteristics of the following educational theories (perennialism, essentialism, progressivism, and social construction) explain current issues and controversies in American education.
- 4) Identify the major agents of socialization for children and identify relationships between social class and school success, particularly for urban children.
- 5)Describe the differences among educational systems in the world and compare aspects of world educational systems with the American system.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

6) Introduce students to research on problems and issues related to teaching and learning in urban communities, particularly to factors that affect the performance of social and linguistic minorities in these communities.

PERFORMANCE OBJECTIVES (CONTINUED):

6) Cite research on the aspects of culture and language that impact school performance, and understand and describe some of the challenges in providing equal opportunity for students in urban communities.

COURSE OUTLINE: (CONTINUED)

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

WEEK 1

INTRODUCTION TO COURSE

- 1: Introduction to major course objectives, requirements
- 2: Current Issues in Teaching
- 3: In-class writing: Educational Autobiography

WEEK 2

BECOMING A TEACHER

- 1: Motivation, Preparation, and Conditions of the Entering Teacher
- 2: The Teaching Profession in Urban Schools

WEEK 3

HISTORICAL AND PHILOSOPHICAL FOUNDATIONS

- 1: World Roots of American Education
- 2: Philosophical Roots of Education
- 3: The Movement toward Public Schooling: Normal Schools; Education of Women and Minorities
- 4: The development of Urban Education Systems
- 5: Writing Assignment #1: My Educational Philosophy

WEEK 4

- 1: Pioneers in Education
 - 2: Historical Development of American Education: The Early National Period; The Development of Secondary Schools, Colleges, and Universities
- Writing Assignment #2: Reading Reflection

WEEK 5

POLITICAL, ECONOMIC, AND LEGAL FOUNDATIONS

1: Governing and Administering Public Education: Federal, State, and Local Responsibility

WEEK 6

1: Financing Urban Public Education
2: Video: Children in America's Schools
3: Midterm Exam

WEEK 7

1: Legal Aspects of Education: Teachers and Students' Rights and Responsibilities
2: Writing Assignment #3 Due: Reading Reflection

WEEK 8

SOCIAL FOUNDATIONS

1: Culture, Socialization, and Education in Urban Environments
2: Social Class, Race, and School Achievement
3: Providing Equal Educational Opportunity: Desegregation, Multiculturalism, Students with Disabilities
4: Racial/Cultural Diversity and Learning: Bilingual Education

WEEK 9

CURRICULAR FOUNDATIONS

1: The Purposes of Education
2: Curriculum and Instruction in Urban Schools
3: Assessment: High Stakes Testing
Writing Assignment #4 Due: Reading Reflection

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

WEEK 10

- 1: Subject-centered versus Student-centered Curricula
- 2: Perennialist, Essentialist, and Humanist Approaches to Curriculum
- 3: Individualized Instruction versus Cooperative Learning
- 4: Technology in Education: The Technology Divide.

WEEK 11 EFFECTIVE EDUCATION: INTERNATIONAL & AMERICAN PERSPECTIVES

- 1: International Education: Commonalities and Differences in Educational Systems
- 2: Problems and Prospects in Developing Countries: The Challenges of Urban Schools in the US and Abroad

WEEK 12

- 1: Exemplary Reforms: France, Germany, England, Japan
- 2: School Effectiveness and Reform in the United States: Goals 2000
- 3: Research Paper Due

WEEK 13

Final Exam

LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)

AUTHOR(S):	Ornstein, A. C., and D.U. Levine.
TITLE:	Foundations of Education
EDITION:	9
PUBLISHER:	Houghton Mifflin
DATE:	2006
ISBN:	0618474064
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Kozol, Jonathan
TITLE:	Savage Inequalities
EDITION:	
PUBLISHER:	Harper Perennial
DATE:	1992
ISBN:	0060974990
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Delpit, Lisa
TITLE:	Other People's Children :Cultural Conflict in Classroom
EDITION:	
PUBLISHER:	The New Press
DATE:	1995
ISBN:	1565841808
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)

Louise Fluk

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	Children in America's Schools
DISTRIBUTOR	SCETV
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
--	-------------

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
27

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Louise Fluk
---	-------------

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

--

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Natalie Linton
---	----------------

TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Natalie Linton	Education and Language Acquisition	December 17, 2008

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITEE(S)	DEPARTMENT(S)	DATE
Jaroslav Michalonek	Education and Language Acquisition	December 17, 2008.

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Jaroslav Michalonek	Education and Language Acquisition	December 17, 2008

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Jack Gantzer	Education and Language Acquisition	December 17, 2008

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Education and Language Acquisition
------------------------------	------------------------------------

SECOND DEPARTMENT FOR JOINT PROPOSAL:	
--	--

COURSE TITLE: (maximum 50 characters and spaces)	Language and Literacy in Childhood Education
--	--

COURSE ABBREVIATION: (maximum 20 characters and spaces)	Lang Lit Child Ed
---	-------------------

COURSE NUMBER: Contact Registrar's Office for designated course number.	ELE 203
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REVISED
-----------------------	---

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input checked="" type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input checked="" type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input checked="" type="checkbox"/> OTHER Please specify: Terms offered

CREDITS	3
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	0
STUDENT HOURS	3
FACULTY HOURS	3

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES
<input type="checkbox"/> NO

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input type="checkbox"/> YES
<input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES
<input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This writing intensive course provides a working knowledge of language and literacy development in early childhood. Course examines early language development in children through grade 6. Topics include the relationship between written and spoken language and oral language development in children in culturally and academically diverse groups. Students will study language diversity and its impact on emergent through fluent literacy in early childhood through primary grades. Must also register for fieldwork.

REV. 07/18/05

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Childhood Education
Education Associate: The Bilingual Child:

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

Students meeting the pre-requisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the pre-requisites.

This Course Replaces:
(If it is not a replacement course, write "none".)

None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Childhood Education
Bilingual Education

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):	MAT 096		
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
ENG 102		CPB 011
ELN 120		
ELL 101		

Additional Pre/Pre-Co/Corequisites:
Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

--

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Fall 12 week Session 2010	25

How many times per year will this course be offered?	Estimated # of students per year:
2	100

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
Required for teacher certification and transfer to four-year institution. This will be a capstone course for Childhood Education majors.
Revision 10/09: This is a writing intensive course. Two semesters of English composition should better prepare these students for this capstone experience.

Grading Standards:
Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment.
For example: 3 written quizzes at 10% each = 30%.

CATEGORY	%
Reading Reflection Papers	15%
Journal	15%
Midterm Project	0
Research Paper	25%
Final Exam	25%
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.
This course is in compliance with National Association for the Education of Young Children (NAEYC) Associate Degree Standards.

Indicate if the course is being developed for a grant. If so, provide relevant details.

--

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. Familiarize students with the stages of language development and methods to extend language ability in young children
2. Enable students to understand current research on language and literacy
3. Familiarize students with the relationship between language and emergent and early literacy
4. Introduce students to the constructivist model of learning and its significance in teaching
5. Introduce stages of writing development and emergent writing
6. Familiarize students with the importance of families in the development of language and literacy

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. Describe how language develops in young children and appropriate methods to extend children's language
2. Demonstrate an understanding of current research on language and literacy
3. Explain the relationship between language and early literacy
4. Articulate the implications of the constructivist model for shaping teaching strategies
5. Identify and explain the stages of writing development and emergent writing
6. Explain the importance of families in the development of language and literacy

INSTRUCTIONAL OBJECTIVES (CONTINUED):

PERFORMANCE OBJECTIVES (CONTINUED):

COURSE OUTLINE: (CONTINUED)

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

WEEK ONE:

1. Introduction to Course Objectives/ Requirements, Timelines
2. Survey of Student Experience
3. Writing Assessment
4. Review of Procedures for Major Assignments

WEEK TWO:

1. Overview of Children's Language Development
2. Stages of Child Language Development
3. Adults and Children Communicating
4. Reading Reflection Journal

WEEK THREE:

1. The Preschool Child and Emergent Literacy
2. Phonological Awareness
3. Classroom Application: Organizing the Preschool Classroom for Emergent Literacy
4. Classroom Application: Introducing Sounds: Consonants & Vowels
5. PLANNING THE RESEARCH PAPER/
LIBRARY SEMINAR

WEEK FOUR:

1. Foundations of Literacy Development
2. Letter and Word Awareness in Young Children
3. Classroom Application: Creating a Classroom for Literacy Development
4. Classroom Application: Sight Word Awareness & Letter Sound Correspondence
5. GATHERING SOURCES/Research Paper

WEEK FIVE:

1. Language Arts and Literacy in Preschool
2. Classroom Application: Promoting Emergent & Early Literacy through Realia
3. Reading Reflection Journal

WEEK SIX:

1. Early Primary Grades: Literacy Development
2. Creating Readers and Writers
3. Early Writing and Literacy Development
4. Classroom Application: Using the Language Experience Approach to Promote Early Writing & Literacy Development
5. ANNOTATED SOURCE LIST/Research Paper
6. MIDTERM PROJECT

WEEK SEVEN:

1. Structural Support: Materials for a Literate Environment
2. The Importance of Children's Literature in Literacy Development
3. Classroom Application: Using Children's Literature to Create a Literate Environment & Promote Literacy Development
4. Reading Reflection Journal

WEEK EIGHT:

1. Language and Stages of Writing Development
2. The Constructivist Model for Reading and Writing
3. The Relationship between Reading and Writing
4. Classroom Application: Employing the Constructivist Model in the Early Reading/Writing Classroom
5. Reading Reflection Journal

WEEK NINE:

1. Reading Assessment & Early Literacy
2. Charting Children's Progress
3. Classroom Application: Observation as an Assessment Tool for Early Literacy
4. Classroom Application: Assessing Stages in Reading Development
5. FIRST DRAFT/Research Paper & Feedback

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

	<p>WEEK TEN:</p> <ol style="list-style-type: none"> 1. Linguistic Diversity and Literacy 2. Bidialectal, Bilingual, ESL Learners and Literacy Development 3. Classroom Application: Linguistic Methods of Literacy Development of Bidialectal, Bilingual and Second Language Learners 4. Literacy of Special-Needs Learners 5. Literacy of Gifted Learners 6. Literacy of At-Risk Learners 7. Classroom Application: Addressing Literacy Needs of Special, Gifted and At-Risk Learners <p>WEEK ELEVEN:</p> <ol style="list-style-type: none"> 1. The Family and Children's Language and Literacy Development 2. Families and the Community in Literacy Activities 3. Classroom Application: Techniques for Employing the Family and Community in Children's Language and Literacy Development 4. Reading Reflection Paper <p>WEEK TWELVE:</p> <ol style="list-style-type: none"> 1. Reflecting on Literacy Practices 2. Self-Evaluation of Literacy Teaching 3. Interpretation of Literacy Events in Classroom and Community Contexts 4. FINAL DRAFT/Research Paper <p>WEEK 13: FINAL EXAM</p>
--	---

LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	Neuman, Copple, & Bredekamp
TITLE:	Learning to Read and Write: Developmentally Appropriate Practices for Young Children
EDITION:	1 edition
PUBLISHER:	NAEYC
DATE:	2000
ISBN:	0935989870
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	McGee & Richgels
TITLE:	Literacy's Beginnings: Supporting Young Readers and Writers
EDITION:	4 edition
PUBLISHER:	Allyn & Bacon
DATE:	2003
ISBN:	0205386377
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Lynch-Brown & Tomlinson
TITLE:	Essentials of Children's Literature
EDITION:	5 edition
PUBLISHER:	Allyn & Bacon
DATE:	2004
ISBN:	020542015X
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Soderman, Gregory & O'Neill
TITLE:	Scaffolding Emergent Literacy: A Child-Centered Approach for Preschool - Grade 5
EDITION:	2 edition
PUBLISHER:	Allyn & Bacon
DATE:	2004
ISBN:	0205386431
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	King
TITLE:	Tadpole Tales: Teaching Children Reading and Journal Writing
EDITION:	1 edition
PUBLISHER:	Story Line Press
DATE:	2003
ISBN:	1586540262
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Taberski, Sharon
TITLE:	On Solid Ground: Strategies for Teaching Reading K-3
EDITION:	
PUBLISHER:	Heinemann
DATE:	2000
ISBN:	0325002274
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)

Louise Fluk

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	Successful Classrooms: Effective Teaching Strategies for Raising Achievement
DISTRIBUTOR	ASIN: 0965414612
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Leap Frog - Talking Words Factory
DISTRIBUTOR	Warner Home Video, 2003
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Dr. Seuss's ABC
DISTRIBUTOR	Sony Wonder, 1998
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Five Stories for the Young: The Foolish Frog, Strega Nonna, Tikki Tikki Tembo
DISTRIBUTOR	Weston Woods, 1973
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
--	-------------

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
27

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Louise Fluk
---	-------------

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

--

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Carolyn Sterling-Deer Laurie Gluck
---	---------------------------------------

TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Carolyn Sterling-Deer	Education and Language Acquisition	October 7, 2009
Laurie Gluck	Education and Language Acquisition	October 7, 2009

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITTEE(S)	DEPARTMENT(S)	DATE
Laurie Gluck	Education and Language Acquisition	October 7, 2009

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Laurie Gluck	Education and Language Acquisition	October 7, 2009

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Jack Gantzer	Education and Language Acquisition	October 7, 2009

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input checked="" type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT
<input type="checkbox"/>	EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Education and Language Acquisition
------------------------------	------------------------------------

SECOND DEPARTMENT FOR JOINT PROPOSAL:	
--	--

COURSE TITLE: (maximum 50 characters and spaces)	Language and Literacy in Secondary Education
--	--

COURSE ABBREVIATION: (maximum 20 characters and spaces)	Lang andLit in SecEd
---	----------------------

COURSE NUMBER: Contact Registrar's Office for designated course number.	ELE 204
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REVISED
-----------------------	---

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input checked="" type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input checked="" type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input checked="" type="checkbox"/> OTHER
Please specify: Terms offered

CREDITS	3.0
PER WEEK:	
CLASSROOM HOURS	3.0
LAB HOURS	0
STUDENT HOURS	3.0
FACULTY HOURS	3.0

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES
<input type="checkbox"/> NO

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input type="checkbox"/> YES
<input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES
<input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This writing-intensive course is designed to promote students' understanding of the importance of issues concerning language and literacy in secondary education and their relevance to classroom practices. Students will learn about first and second language acquisition, dialects, discourses and other language abilities as well as communicative styles and language complexity. Strategies for teaching content-area material to a diverse student population will also be addressed. Students must register for fieldwork.

REV. 07/18/05

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Secondary Education

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

Students meeting the pre-requisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

Students not meeting pre-requisites

This Course Replaces:
(If it is not a replacement course, write "none".)

None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Secondary Education

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):	MAT 096		
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
ELN 120		CPB 011
ENG 102		
ELL 101		

Additional Pre/Pre-Co/Corequisites:
Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

--

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Fall 12 week session 2010	25

How many times per year will this course be offered?	Estimated # of students per year:
2	50

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
<p>Required for teacher certification and transfer to four-institution. This will be a capstone course for secondary education majors.</p> <p>Revision 10/09: This is a writing intensive course. Two semesters of English composition should better prepare these students for this capstone experience.</p>

Grading Standards:
Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment.
For example: 3 written quizzes at 10% each = 30%.

CATEGORY	%
Classroom Participation	20
Fieldwork Log	10
Term Paper	20
Reading Log	20
Final Exam	20%
Mid term Exam	10%
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.
<p>This course is in compliance with National Council for Accreditation of Teacher Education (NCATE) degree standards.</p>

Indicate if the course is being developed for a grant. If so, provide relevant details.

--

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:

During this course, the instructor expects to:

1. Familiarize students with first and second language acquisition theory and its relevance to teaching in secondary education
2. Provide teacher candidates with an understanding of the complex and dynamic roles that language and literacy play in all areas of content instruction
3. Familiarize teacher candidates with strategies for teaching that provide for the differences in the languages and literacies of their students and their chosen subect areas.
4. Provide teacher candidates with the opportunity to understand the roles that students' families and community resources play in the development of language and literacy.
5. Familiarize teacher candidates with issues of educational equity, diversity, inclusion, democracy and social justice
6. Enable students to understand current research on language and literacy.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:

At the conclusion of this course, students will be able to:

1. Describe how various theories explain the acquisition of first and second languages
2. Identify and explain the roles of language and literacy in the area of content instruction
3. Identify teaching strategies that provide for differences in the language backgrounds and literacies of their students with regard to their subject areas
4. Explain the importance of families and community resources in the development of language and literacy
5. Identify issues of equity, diversity, democracy and social justice in education
6. Explain current reseach on language and literacy

INSTRUCTIONAL OBJECTIVES (CONTINUED):

PERFORMANCE OBJECTIVES (CONTINUED):

COURSE OUTLINE: (CONTINUED)

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

WEEK 1

1. Overview of Course
2. Description of Term Paper and its stages
3. Journal/Observation Requirements
4. Discussion of what language and literacy are

WEEK 2

1. First language acquisition theory
2. Reflection and Discussion
3. Journal/Observation #1
4. Identify one of three issues to be discussed in the Term Paper.

WEEK 3

1. Second language acquisition theory
2. Reflection and Discussion (particularly with regard to classroom applications)
3. Journal/Observation #2
4. Turn in three bibliographical entries for the first issue of Term Paper (identified in Week 2)

WEEK 4

1. Language categories (dialects, creoles, pidgins, idelects, discourse, etc.)
2. Reflection and Discussion (particularly with regard to classroom applications)
3. Journal/Observation #3
4. 1st draft of Part 1 of the Term Paper due for peer review

WEEK 5

1. Language and Identity (Language complexity, interlanguage, generation 1.5, ESL/Native speaker?)
2. Reader Response: When I Was Puerto Rican (pp. 1 - 130)
3. Journal/Observation #4

5. 1st draft of Part 2 of Term Paper due for peer review.

WEEK 6

1. Communicative Styles (gender and culture differences, taking turns, rhetorical styles, etc.)
2. Mid-term Examination
3. Journal/Observation #5
4. 2nd draft of Part 2 of Term Paper due for instructor review
5. 1st draft of Part 3 of Term Paper due for peer review

WEEK 7

1. Multiculturalism and Literacy (primary and secondary discourse, cultural capital, silencing, etc.)
2. Reflection and Discussion (particularly with regard to classroom applications)
3. Journal/Observation #6
4. 2nd draft of Part 3 of Term Paper due for instructor review

WEEK 8

1. Teaching in a multicultural classroom (teacher stance, pedagogy and critical pedagogy, parental and community involvement, textbooks, etc.)
2. Reader Response: When I Was Puerto Rican (pp. 133-270)
3. Journal/Observation #7

WEEK 9

1. Subtractive Schooling and Caring Theory
2. ASL and teaching to students with special needs
3. Reflection and Discussion (particularly with regard to classroom applications)
4. Journal/Observation #8
5. 1st draft of whole Term Paper due for instructor review

.

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

WEEK 10

1. Politics and Policies in Secondary Education
2. Video: Black on White (Origins and Development of Black English)
3. Reflection and Discussion
4. Journal/Observation #9

WEEK 11

1. Term Papers due
2. Issues of Literacy in Assessment (Standards, Standardization, and Standardized Testing)
3. Student Presentations (groups of 4 in each panel) of Term Paper Research
4. Post-panel discussions
5. Journal/Observation #10

WEEK 12

1. Student Presentations of Term Paper Research
2. Post-Panel discussions (particularly with regard to classroom applications)
3. Reflections and Discussions of Field Experiences with regard to Course Content
4. Final Examination

LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	Brown, H. Douglas
TITLE:	Principles of Language Learning and Teaching
EDITION:	5th Edition
PUBLISHER:	Longman
DATE:	2007
ISBN:	0-13-017816-0
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Cochran-Smith, Marilyn
TITLE:	Walking the Road: Race, Diversity and Social Justice in Teacher Education
EDITION:	
PUBLISHER:	Teachers College Press
DATE:	2004
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Santiago, Esmerelda
TITLE:	When I was Puerto Rican
EDITION:	
PUBLISHER:	Knopf Publishing Group
DATE:	1994
ISBN:	0679756760
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Delpit, Lisa
TITLE:	Other People's Children
EDITION:	
PUBLISHER:	The New Press
DATE:	1995
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Ladson-Billings, Gloria
TITLE:	The Dreamkeepers: Successful Teachers of African-American Children
EDITION:	
PUBLISHER:	Jossey-Bass Publishers
DATE:	1994
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Nieto, Sonia
TITLE:	The Light in Their Eyes: Creating Multicultural Learning Communities
EDITION:	
PUBLISHER:	Teachers College
DATE:	1999
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	Kutz, Eleanor
TITLE:	Language and Literacy: Studying Discourse in Communities and Classrooms
EDITION:	
PUBLISHER:	Heinemann
DATE:	1997
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)

Louise Fluk

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
--	-------------

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
27

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Louise Fluk
---	-------------

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

--

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Rick Henry
---	------------

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Rick Henry	Education and Language Acquisition	October 7, 2009

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITEE(S)	DEPARTMENT(S)	DATE
Laurie Gluck	Education and Language Acquisition	October 7, 2009

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Laurie Gluck	Education and Language Acquisition	October 7, 2009

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Jack Gantzer	Education and Language Acquisition	October 7, 2009

**LaGuardia Community College
City University of New York
Humanities Department**

Old Curriculum	New Curriculum
Counseling: New Student Seminar – ePortfolio 0	Counseling: New Student Seminar 0
English: 6 credits	English: 6 credits
Composition 1 ENG101 3	Composition 1 ENG101 3
Writing Through Literature ENG 102 3	Writing Through Literature ENG 102 3
Humanities: 6 credits	Mathematics: 7 credits
History of Design HUA212 3	College Algebra - Trigonometry MAT115 3
*Art and Society HUN 192 or	Technical Mathematics MAT241 4
Art in New York: A Museum/Gallery Seminar HUN 195 3	Natural Sciences: 4 credits
Mathematics: 7 credits	Introduction to Chemistry SCC205 4
College Algebra - Trigonometry MAT115 3	Social Science: 3 credits (Select one)
Technical Mathematics MAT241 4	Cultural Anthropology SSA101 3
***MAT 200 Pre Calculus 4	General Psychology SSY101 3
***MAT 201 Calculus 4	International Economics SSE105 3
Natural and Applied Sciences: 4 credits	Humanities: 9 credits
Fundamentals of Chemistry SCC201 4	History of Design HUA212 3
Social Science: 3 credits	Art and Society HUN 192* 3
Select one of the following courses: 3	Introduction to Design HUA 104 3
International Economics SSE105	Design Studies: 25 credits
Cultural Anthropology SSA101	<i>(Core Curriculum)</i>
General Psychology SSY101	SolidWorks HUA109 3
Design Studies:	Introduction to CAD MAE100 4
SolidWorks HUA109 3	Modelmaking HUA 207 3
Introduction to CAD MAE100 4	Form & Structure HUA107 3
Modelmaking HUA 207 3	Technical Drawing HUA190 3
Form & Structure HUA107 3	Three Dimensional Design HUA106 3
Technical Drawing HUA190 3	Introduction to Woodworking HUA116 3
Three Dimensional Design HUA106 3	Manufacturing Processes MAE122 3
Introduction to Woodworking HUA116 3	Cooperative Education: 6 credits
Manufacturing Processes MT122** 3	Fundamentals of Professional Advancement CEP121 3
Cooperative Education: 6 credits	Full-Time Internship CEP201 (NY Design) 3
Fundamentals of Professional Advancement CEP121 3	
Full-Time Internship CEP201 (NY Design) 3	
*** Part-Time Internship CEP151 2	
(Both Day and Extended Day students are required)	

<p>to take CEP121. Extended Day students may take CEP201 or an unrestricted elective course.) Electives: 3 Credits Introduction to Computers and Their Applications CIS100 3</p>	
<p>TOTAL CREDITS: 60</p>	<p>TOTAL CREDITS: 60</p>
<p>*This fulfills the Urban Studies requirement. **Students will take this course at Queensborough Community College as E-Permit ***Students who will be transferring to NYC College of Technology BT in Industrial Design Technology</p>	<p>*This fulfills the Urban Studies requirement.</p>

Agreement initiated by (college) LaGuardia Community College

Sending College: LaGuardia Community College

Department: English

Program: Writing and Literature Major

Degree: Associate in Arts

Receiving College: John Jay College of Criminal Justice

Department: English

Program: English Major

Degree: Bachelor of Arts

Admission requirements for senior college program (e.g., minimum GPA, audition/portfolio):

LaGuardia students are required to complete 60 credits in the Writing and Literature Major, achieving a GPA of at least 2.6.

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Course and Title**Credits**

General Education (Liberal Arts, Core, Distribution) and other Required Courses

Counseling	0
New Student Seminar	0
English Writing Core Courses	9
ENC/ENG 101: Composition I	3
ENG 103: Research Paper	2
ENG 120: Integrative Seminar	1
ENG 102: Writing through Literature	3
Humanities	9
HUA167: Intro to African Art	3
<i>Choose one:</i> HUA 101: Intro to Arts; HUC 170: Art of Theatre; HUC 180 Creative Drama; HUM 101 Intro to Music	3
<i>Choose one:</i> HUP 101: Intro to Philosophy; HUP 105: Philosophy of Religion	3
Social Science	9
SSY 101: General Psychology	3
<i>Choose one:</i> SSH 101: Themes in American History to 1865; SSH 102: Themes in American History Since 1865; SSH 103: Western Civilization from Ancient to Renaissance; SSH 104: Western Civilization from Renaissance to Modern; SSH 105: World History from Ancient Times to 1500; SSH 106: World History from 1500 to Present; SSH 110: East Asia Civilization and Societies	3
<i>Choose one:</i> SSA 101: Cultural Anthropology; SSE 104: Intro to Macroeconomics; SSP 101: US Power and Politics; SSP 250: Political Ideas and Ideologies; SSS 100: Intro to Sociology; SSA 100: Intro to Anthropology	3
Math, Engineering, & Computer Science	3
<i>Choose one:</i> MAT 120: Elementary Statistics; MAT 107: Math & the Modern World	3
Natural Sciences	3
SCB 101: Topics in Biological Sciences	3
Cooperative Education	6
CEP 121: Fundamentals of Professional Advancement	3
CEP 201: Full-time Internship	3

SUBTOTAL **39**

Prerequisite and Major Courses

<i>Two required courses:</i> ENG 270: Intro to Poetry and ENG 295: World Literatures Written in English	6
<i>Choose two survey courses:</i> ENG 290: British Literature Survey I; ENG 294: Classical Literature ; ENG 291: British Literature Survey II; ENG 292: American Literature Survey I; ENG 293: American Literature Survey II; ENG 289: Introduction to Literary Study	6
<i>Choose two (one should fulfill the urban study requirement):</i> ENN 198: Creative Writing; ENN 240: Literature of the City; ENG/ELL 110: English Grammar and Syntax; ENG 220: Seminar in Teaching Writing (4 credits); ENG 271: Poetry Workshop; ENG 276: Fiction Workshop; ENG 274: Creative Non-Fiction Workshop; ENG 225: Afro-American Literature; ENG 269: Contemporary Black American Fiction; ENG 280: Children's Literature; ENG/HUC 272: Literature and Film; ENG 247: The Woman Writer; ENG 268: The Immigrant Experience in American Literature	6
<i>Choose one:</i> ENG 205: The Bible as Literature; ENG 235: Cultural Identity in American Literature; ENG 260: The Novel; ENG 265: The Drama; ENG 266: Shakespeare; ENG 211: Journalism; ENG 203: Work, Labor and Business in American Literature; ENG 204: Asian-American Literature; ENG 245: Images of Women in American Literature; ENG 248: Latino/Latina Writing in the US; ENG 252: Sexuality in Literature; ENG 256: Humor in Literature; ENG 261: Literature of Difference; ENG 275: The Great Writer; ENN 195: Violence in American Art and Culture; ENN 199: Art, Politics, and Protest	3

SUBTOTAL 21

Procedures for reviewing, updating, modifying or terminating agreement:

Faculty members at John Jay and LaGuardia have discussed various means of assessing the articulation, including using ePortfolio to review student writing samples, such as composition essays, research papers, and literary analyses. Faculty representatives from both programs will confer each academic year to assess student progress.

Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the articulation agreement and their success:

Representative(s) from LaGuardia's Writing and Literature Major Committee will work with the Registrar's office, Transfer Services, Academic Advising, John Jay's English department, and students themselves to track and evaluate student progress as they move through the major at LaGuardia and transfer to John Jay. Once at John Jay, their progress will be tracked using questionnaires and other assessment tools.

Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites:

The articulation will be publicized in the LaGuardia College Catalog, on the English department's website, through the Transfer Services office and the Criminal Justice program, and at Orientation and Transfer meetings that are mandatory for every Writing and Literature major. Faculty advisors in the major will also share information with student advisees.

Additional Information:

Writing and Literature majors planning to attend John Jay will be advised of the following requirements for transfer:

ENG 289: Introduction to Literary Study is required;

Literature survey courses must represent two distinct historical periods (i.e. American Literature I and British Literature II or American Literature II and British Literature I);

Completing a second history course is strongly recommended;

Two Writing and Literature electives courses will count towards the major at John Jay. The others will count as electives credit;

Those interested in John Jay's Writing Minor will be encouraged to take writing courses as electives while still at LaGuardia.

Effective Date: Fall 2010

Signature of Sending College
Chief Academic Officer

Signature of Receiving College
Chief Academic Officer

Signature of Sending College
Department Chairperson

Signature of Receiving College
Department Chairperson

Revised Writing and Literature Major Curriculum

The English Department of LaGuardia Community College proposes a revised Writing and Literature major to be fully articulated with John Jay College of Criminal Justice as well as Queens College. All 60 credits earned at LaGuardia will transfer to both colleges. This would allow LaGuardia students to enter either John Jay or Queens as juniors, accelerating their completion of a Bachelor's degree. John Jay College offers a number of unique benefits that LaGuardia students may wish to consider, including a specialization in criminal justice, a commitment to diversity, an international focus, broader educational opportunities, unique undergraduate programs, and a Manhattan campus. We believe that expanding our students' options by offering two articulations can help us improve retention and graduation rates and further facilitate student success.

Current Curriculum	# of credits	Revised Curriculum	# of Credits
Counseling	0	Counseling	0
New Student Seminar	0	New Student Seminar	0
English Writing Core Courses	9	English Writing Core Courses	9
ENC/ENG 101: Composition I	3	ENC/ENG 101: Composition I	3
ENG 103: Research Paper	2	ENG 103: Research Paper	2
ENG 120: Integrative Seminar	1	ENG 120: Integrative Seminar	1
ENG 102: Writing through Literature	3	ENG 102: Writing through Literature	3
Humanities	9	Humanities	9
HUA167: Intro to African Art	3	HUA167: Intro to African Art	3
<i>Choose one:</i> HUA 101: Intro to Arts; HUC 170: Art of Theatre; HUC 180 Creative Drama; HUM 101 Intro to Music	3	<i>Choose one:</i> HUA 101: Intro to Arts; HUC 170: Art of Theatre; HUC 180 Creative Drama; HUM 101 Intro to Music	3
<i>Choose one:</i> HUP 101: Intro to Philosophy; HUP 105: Philosophy of Religion	3	<i>Choose one:</i> HUP 101: Intro to Philosophy; HUP 105: Philosophy of Religion	3
Social Science	9	Social Science	9
SSY 101: General Psychology	3	SSY 101: General Psychology	3
<i>Choose one:</i> SSH 101: Themes in American History to 1865; SSH 102: Themes in American History Since 1865; SSH 103: Western Civilization from Ancient to Renaissance; SSH 104: Western Civilization from Renaissance to Modern; SSH 105: World History from Ancient Times to 1500; SSH	3	<i>Choose one:</i> SSH 101: Themes in American History to 1865; SSH 102: Themes in American History Since 1865; SSH 103: Western Civilization from Ancient to Renaissance; SSH 104: Western Civilization from Renaissance to Modern; SSH 105: World History from Ancient Times to 1500;	3

106: World History from 1500 to Present; SSH 110: East Asia Civilization and Societies		SSH 106: World History from 1500 to Present; SSH 110: East Asia Civilization and Societies	
<i>Choose one:</i> SSA 101: Cultural Anthropology; SSE 104: Intro to Macroeconomics; SSP 101: US Power and Politics; SSP 250: Political Ideas and Ideologies; SSS 100: Intro to Sociology	3	<i>Choose one:</i> SSA 101: Cultural Anthropology; SSE 104: Intro to Macroeconomics; SSP 101: US Power and Politics; SSP 250: Political Ideas and Ideologies; SSS 100: Intro to Sociology; SSA 100: Intro to Anthropology	3
Math, Engineering, & Computer Science	3	Math, Engineering, & Computer Science	3
<i>Choose one:</i> MAT 120: Elementary Statistics; MAT 107: Math & the Modern World	3	<i>Choose one:</i> MAT 120: Elementary Statistics; MAT 107: Math & the Modern World	3
Natural Sciences	3	Natural Sciences	3
SCB 101: Topics in Biological Sciences	3	SCB 101: Topics in Biological Sciences	3
Cooperative Education	6	Cooperative Education	6
CEP 121: Fundamentals of Professional Advancement	3	CEP 121: Fundamentals of Professional Advancement	3
CEP 201: Full-time Internship	3	CEP 201: Full-time Internship	3
Writing and Literature Major	21	Writing and Literature Major	21
<i>Two required courses:</i> ENG 270: Intro to Poetry and ENG 295: World Literatures Written in English	6	<i>Two required courses:</i> ENG 270: Intro to Poetry and ENG 295: World Literatures Written in English	6
<i>Choose two survey courses:</i> ENG 290: British Literature Survey I; ENG 291: British Literature Survey II; ENG 292: American Literature Survey I; ENG 293: American Literature Survey II	6	<i>Choose two survey courses:</i> ENG 290: British Literature Survey I; ENG 291: British Literature Survey II; ENG 292: American Literature Survey I; ENG 293: American Literature Survey II; ENG 294: Classical Literature; ENG 289: Introduction to Literary Study	6
<i>Choose two (one should fulfill the urban study requirement):</i> ENN 198: Creative Writing; ENN 240: Literature of the City; ENG/ELL 110: English Grammar and Syntax; ENG 220: Seminar in Teaching	6	<i>Choose two (one should fulfill the urban study requirement):</i> ENN 198: Creative Writing; ENN 240: Literature of the City; ENG/ELL 110: English Grammar and Syntax; ENG 220: Seminar in	6

Writing (4 credits); ENG 271: Poetry Workshop; ENG 276: Fiction Workshop; ENG 274: Creative Non-Fiction Workshop; ENG 225: Afro-American Literature; ENG 269: Contemporary Black American Fiction; ENG 280: Children's Literature; ENG/HUC 272: Literature and Film; ENG 247: The Woman Writer; ENG 268: The Immigrant Experience in American Literature		Teaching Writing (4 credits); ENG 271: Poetry Workshop; ENG 276: Fiction Workshop; ENG 274: Creative Non-Fiction Workshop; ENG 225: Afro-American Literature; ENG 269: Contemporary Black American Fiction; ENG 280: Children's Literature; ENG/HUC 272: Literature and Film; ENG 247: The Woman Writer; ENG 268: The Immigrant Experience in American Literature	
<i>Choose one:</i> ENG 205: The Bible as Literature; ENG 235: Cultural Identity in American Literature; ENG 260: The Novel; ENG 265: The Drama; ENG 266: Shakespeare	3	<i>Choose one:</i> ENG 205: The Bible as Literature; ENG 235: Cultural Identity in American Literature; ENG 260: The Novel; ENG 265: The Drama; ENG 266: Shakespeare; ENG 211: Journalism; ENG 203: Work, Labor and Business in American Literature; ENG 204: Asian-American Literature; ENG 245: Images of Women in American Literature; ENG 248: Latino/Latina Writing in the US; ENG 252: Sexuality in Literature; ENG 256: Humor in Literature; ENG 261: Literature of Difference; ENG 275: The Great Writer; ENN 195: Violence in American Art and Culture; ENN 199: Art, Politics, and Protest	3
Unrestricted	0	Unrestricted	1

Revised October 2009