## change of COURSE PROPOSAL FORM

**ACADEMIC AREA:** SCHOOL OF EDUCATION

**PROGRAM:** BS ELEMENTARY EDUCATION

**PROPOSEd by**: Joyce Rollins

**PRESENTER:** Joyce Rollins

**SUBMISSION DATE:** 1/4/2013

**CURRENT COURSE PREFIX, NUMBER AND TITLE:**

### TSL 4080 Second Language Acquisition and Culture SECTION I

**TYPE(S) OF COURSE CHANGE: TYPE PROPOSED CHANGE HERE FOR EACH ITEM CHECKED:**

**** lecture/lab course must have “c” / lab course must have “l”

 type new COURSE TITLE HERE

**** TYPE IN DEPARTMENT

**** LIST ALL PREREQUISITES IN SEQUENTIAL ORDER

**** sELECT MINIMUM GRADE rEQUIRED

**** LIST ALL COREQUISITES IN SEQUENTIAL ORDER

**** Click here to ENTER THE NUMBER CREDITS OR cLOCK HOURS

**** SELECT A CREDIT TYPE

**** Click here to enter CONTACT HOURS

**** SELECT GRADE MODE

****

Type your course description as you would like it to appear in the catalog and syllabus.

****

Click here to enter topic outline. Feel free to use bullets to format the outline.

****

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| The teacher candidate analyze the history and evolution of legislation and policy for English language learners (ELLs) in the United States and apply it to current practice in K-12 settings. | Exam  ESOL/Bilingual Program Models Comparison and Critique |  |
| The teacher candidate will apply the five sections of The Florida Consent Decree (LULAC, et. al vs. State Board of Education, 1990) to teaching and learning in K-12 settings. | Exam  Florida Consent Decree Group Activity |  |
| The teacher candidate will analyze culturally responsive instruction with the variety of cultures present in Florida schools. | Journal and Report: Field Experience- Applied Linguistics and Culture |  |
| The teacher candidate will theorize the ways in which family roles, relationships, and expectations can vary across cultures and influence student learning. | Cultural Ethnography Project and Presentation  Cultural Self-Study and Reflection Paper | GSR, TIM |
| The teacher candidate will distinguish between stereotypes and generalization in regards to cultural and linguistic diversity. | Cultural Ethnography Project and Presentation  Cultural Self-Study and Reflection Paper | GSR, TIM |
| The teacher candidate will employ techniques to facilitate cross-cultural communication in the K-12 classroom and with parents. | Journal and Report: Field Experience- Applied Linguistics and Culture  Cultural Scenarios Role Play |  |
| The teacher candidate will apply the major theories of first and second language development to the teaching and learning of ELLs. | Exam |  |
| The teacher candidate will distinguish between the differences of basic interpersonal communicative language (BICS) and cognitive, academic language proficiency (CALP) and the relevance of these for the education of ELLs. | Exam  Journal and Report: Field Experience- Applied Linguistics and Culture |  |
| The teacher candidate analyze and describe the role of phonology, morphology, syntax, semantics and pragmatics in second language acquisition. | Exam |  |
| The teacher candidate will analyze and describe how the subsystems of language can vary across languages. | Exam  ELL Language Artifact Analysis Project | CT |
| The teacher candidate will analyze linguistic transfer and interference and explain how it manifests in L2 development. | Exam  ELL Language Artifact Analysis Project | CT |
| The teacher candidate will differentiate between speech and language disorders and distinguish them from linguistic and cultural differences in ELLs. | Exam  ELL Language Artifact Analysis Project | CT |

**SPECIFIC COURSE COMPETENCIES:**

**Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC- Florida Subject Area Competencies and Skills**

**FEAP- Florida Educator Accomplished Practices**

**PEC- Professional Education Competencies**

**ESOL T.S.- Florida Teacher Standards for ESOL Endorsement**

**ESOL K-12- English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and*

*competencies found above.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE** | **FSAC** | **CRITICAL TASKS** | **FEAP/**  **PEC** | **READING** | **ESOL T.S.** | **ESOL K-12** | **GEN ED**  **COMP** |
| **TSL 4080** Second Language Acquisitions & Culture |  | **Exam 1:** Evolution of ELL Policy, Cross-Cultural Communication  **Exam 2:** Applied Linguistics: The Structure of Language and Sociolinguistics  **Exam 3:** Applied Linguistics: L1 and L2 acquisition | 2d, 2h, 2i | 1.C.5  1.G.3  1.C.4  1.C.5  1.G.2  1.G.3  2.B.3  2.C.3  2.D.2  2.G.5  3.9  4.2 | 1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e, 1.1.f, 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.e, 2.2.a, 2.2.b, 2.1.c, 2.1.e, 2.2.a, 2.2.b, 2.2.c, 2.2.d,2.3.b, 2.3.c, 2.3.d, 2.3.e, 3.1.b, 3.1.c | 1,2,3,4,5,6,8,11 |  |
| Cultural Ethnography Project and Presentation | 2d, 2h, 2i  5b, | 2.G.1  4.8  1.A.9 | 1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e, 1.1.f, 2.2c, 2.2.d | 3,4,11 | GSR |
| Cultural Self- Reflection Paper | 2d, 2h, 2i,  5e | 2.A.2 | 1.1.a 1.1.d | 3,4,11 |  |
| Applied Linguistics Packet activities | 2d, 2h, 2i | 1.C.1  1.C.2  1.C.4  1.D.4 | 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.e | 1,3 |  |
|  |  | Journal and report: ESOL Field Experience- Applied Linguistics and Culture | 2d, 2h, 2i  3b, 3e, 3h, 3i | 1. A. 6  1. A.9  2. A. 2  4.3 | 1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e, 1.1.f, 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.e, 2.2.a, 2.2.b, 2.1.c, 2.1.e, 2.2.a, 2.2.b, 2.2.c, 2.2.d,2.3.b, 2.3.c, 2.3.d, 2.3.e, 3.1.b, 3.1.c | 1,2,3,4,5,6,8,  11 |  |
|  |  | ELL Language Artifact Analysis Project | 2d, 2h, 2i |  | 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.e, 2.2b, 2.3.e | 1,6,9,11 | CT |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Edison State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

### SECTION II (must complete each item below)

**ICS CODE FOR THIS COURSE:** -- NO CHANGE --

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S)—Enter “NA” OR MAJOR code(S):**

BS ELED, BS laed

**GRADE MODE:** -- NO CHANGE --

**IS THIS AN “INTERNATIONAL OR DIVERSITY FOCUS” COURSE?** -- NO CHANGE --

**IS THIS A GENERAL EDUCATION COURSE?** -- NO CHANGE --

**IS THIS A WRITING INTENSIVE COURSE?** -- NO CHANGE --

**iS THIS AN HONORS COURSE?** -- NO CHANGE --

**IS THIS A REPEATABLE\* COURSE?** -- NO CHANGE --

(A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3-credit hour course, can be repeated 1 time and a student can earn a maximum of 6 credits.)

\*not the same as Multiple Attempts or Grade Forgiveness

**IF “YES”, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE? if “NO”, ENTER “na” BELOW.**

TYPE NUMBER HERE

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** NO

**WILL THESE CHANGES HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?**

NO

**IF “YES,” please eXPLAIN or submit comments (ENTER “NA” or COMMENTS):**

CLICK HERE TO ENTER TEXT

**IF “YES,” HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS MADE (ENTER “NA” OR COMMENTS)?**

CLICK HERE TO ENTER TEXT

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?**

-- NA --

**IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?**

eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032.

-- NA --

### SECTION III (MUST COMPLETE EACH ITEM BELOW)

**PROVIDE JUSTIFICATION FOR EACH CHANGE ON THIS PROPOSED CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION)—ENTER “na” OR TEXT:**

The state of florida adopted new florida educator accomplished practices (FEAPs) and reading competencies. all state approved programs submitted new student learning outcomes aligned with the new feaps and reading comptencies to the state for approval in november. the approved changed must be instituted at the college level by fall 2013. these additional learning outcomes are a separate matrix included in section IV learning outcomes on the edison state college syllabi. the updated matrix is submitted for approval by the curriculum committee. additionally the verbiage in that section has been changed from sunshine state standards to common core and/or next generation sunshine state standards. while elementary, reading and some 6-12 math standards have transitioned to common core, the higher math classes and science continue to use next generation sunshine state standards. lastly the titles of some assessments were revised to align to the new feaps.

**nOTE:** Changes for the Fall 2013 Term must be submitted and approved no later than the January Curriculum Committee Meeting prior to the start of the next academic year. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate dean as well as the Vice President of Academic Affairs to begin in either the spring or summer term.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:**

FALL 2013

TYPE IN TERM IF “EXCEPTION” AND OBTAIN BOTH SIGNATURES BELOW OR TYPE “NA”

**oRDER OF APPROVAL FOR EXCEPTIONS IS AS FOLLOWS:**

SIGNATURE #1 NEEDED FOR EFFECTIVE TERM EXCEPTION:



SIGNATURE #2 NEEDED FOR EFFECTIVE TERM EXCEPTION:



**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 1/4/2013

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 1/4/2013

**DEANS’ COUNCIL Review – verified by:**

 1/16/2013

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSEMENT:**

 2/11/2013

**FOR CURRICULUM COMMITTEE MEETING DATE: February 22, 2013**

Completed curriculum proposals must be uploaded to the dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission for Proposals* document available in the document manager in the MyEdisonState Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents