2009 Graduate Curriculum Committee 26
January

by California Baptist University

Meeting Minutes

Members Present


Action Items

• The Department of Modern Languages and Literatures proposed a concentration in TESOL within the Master of Arts in English (MAEN) program. The following catalogue changes were included in the proposal.
  
  o Add four new courses for the TESOL concentration. Rationale: These four foundational courses cover the basic topics typically found in TESOL programs. Programs surveyed include APU, Biola, UCR, La Sierra University, Anaheim University, Cal State San Bernadino, and Alliant. We also consulted TESOL association materials and resources. This selection of courses will make this program credible when compared to other programs and position us well to expand the program should there be sufficient demand.
    - ENG 5XX TESOL Theory and Methods (3 units) This course will focus on the application of linguistic theory in education. Students will be introduced to various teaching philosophies and methodologies, focusing on their application to language learning. Students will be familiarized with various movements in education and psychology such as behaviorism, cognitivism, social constructivism, and humanism. Students will be instructed as to how diverse language teaching methods have been informed by various educational movements and how these philosophies and methods take form in the second language classroom. This course will build on the concepts taught in ENG 463 and ENG 475 but will focus more on second language learners both in ESL and EFL settings.
    - ENG 5XX Teaching Second Language Writing (3 units) This course prepares students to teach writing to second language learners, especially but not exclusively at the college level. Course materials and activities focus on current composition philosophy, research-based method and teaching techniques for collegiate level second language writing courses. At a minimum, this course is designed to introduce students to major theories, research, and practice in the teaching of English writing to second language learners. Thus, students should complete this course being able to do what ESL / EFL writing instructors do: design lesson plans for college composition; evaluate (read, respond to, grade, and assess) college level writing; and engage in research in at least one relevant
issue in ESL / EFL composition pedagogy. This course should train students to be reflective practitioners and researchers of collegiate level English composition.

- **ENG 5XX Second Language Curriculum Development and Assessment (3 units)** This course is designed for future ESL teachers who are interested in current thinking and research in second language material development and assessment and in the application of such in classroom teaching. There are two major goals: one is developing a solid understanding of the core issues in these areas and the other, which requires students to design their own materials and assessment tools and to evaluate existing ones, is facilitating the application of such an understanding in classroom teaching.

- **ENG 5XX Second Language Acquisition (3 units)** This course is an introduction to some of the major concepts and key issues (theoretical and methodological) in the area of second language acquisition (SLA). During the first few weeks, the class will survey some of the major conceptual advances in second language acquisition research. During the second half of the course, students will have many opportunities to review seminal research articles and evaluate the findings of the research and their implications as applicable to the field of SLA. Each student will also have the opportunity to design his or her own study in an area of SLA that interests him or her.

  - Add EDU 525 Survey of Educational Research as an elective option in the TESOL concentration. Rationale: Some students in the current MAEN program have expressed a desire to pursue thesis topics that are quantitative rather than qualitative in nature. The opportunity to include an educational research course would help them frame proposals, design studies, and conduct research appropriate for such avenues of inquiry. The School of Education is amenable to this.

  - Re-number EDU 563 Introduction to Linguistics as ENG 563. Rationale: Both School of Education and the Department of Modern Language and Literature thought this had already been done to more accurately reflect where this course is housed and who “owns” it. We would like to make this catalogue change at this time. The course may still be cross-listed with ENG 463 Introduction to Linguistics to allow students to take this course either during their graduate or undergraduate program.

  - Add ENG 599 Special Topics to the concentration elective options in the Pedagogy concentration and the new TESOL concentration. Rationale: Omitting the course from elective options in the Pedagogy concentration is an oversight. Students have always been able to use this course for their concentrations. This correction will align the catalogue with current practice. Adding it as an option for the new concentration will align all concentrations to allow for appropriate special topics.

  - Change the degree requirement for ENG 520 Narrative Literature and Theory to Concentration-Specific Theory Course. Rationale: While all students in the program should be grounded in a theoretical perspective, that perspective should be one that is foundational within the discipline. For students in TESOL, the proposed TESOL Theory and Methods course is more relevant. Changing the wording of the requirement also allows for additional, appropriate theory courses to be developed.
The proposal was approved.

The meeting adjourned at 10:25am. The next meeting is scheduled for 24 February 2009.