### UNIVERSITY OF MARY WASHINGTON – EXPEDITED COURSE CHANGE PROPOSAL

Submit this form electronically, beginning with the first required level of review (department or college level). Each level of review passes the form and any attachments to the next level when the action is approved.

<table>
<thead>
<tr>
<th>Submitted by: Patricia Reynolds and Jo Tyler</th>
<th>Date Prepared: Jan. 4, 2016</th>
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<tbody>
<tr>
<td>Department/Discipline(s) and Course Number(s): College of Education: TESL 530</td>
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<tr>
<td>Course Title: Second Language Methods: Language and Literacy Skills</td>
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**Type of change (check all applicable):**
- Number* ______ Title______ Credits______ Description_X__ Prerequisites _____ Deletion_____ Cross list**____

* This course number must be approved by the Office of the Registrar before the proposal is submitted.

**To cross list courses between departments/colleges, there should be two cover sheets submitted with the proposal – one by the chair of each department with signatures from the relevant College Curriculum Committee Chair.

**Effective Date: FALL Semester, Year __2016__________________________**

<table>
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<tr>
<th>Current Catalog Entry</th>
<th>Proposed Catalog Entry</th>
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| TESL 530 Second Language Methods: Language and Literacy Skills  
Prerequisite: EDCI 501 or permission of instructor. This course covers current principles, practices, and approaches for teaching second language reading, writing, listening, and speaking to learners at varying levels of proficiency in both second and foreign language programs. It includes the basics of second-language acquisition theory. The emphasis is on techniques for lesson design, literacy, content-based language instruction, and integrating components of communicative competence in the second language classroom | TESL 530 Second Language Methods: Language and Literacy Skills  
Prerequisite: EDCI 501 or permission of instructor. This course covers current principles, practices, and approaches for teaching second language reading, writing, listening, and speaking to learners at varying levels of proficiency in both second and foreign language programs. It includes the basics of second-language acquisition theory. **Skills in the teaching of reading and writing include similarities and differences between first and second language literacy and a balanced, domain specific literacy approach with emphasis on techniques for lesson design, content-based language instruction, and integrating components of communicative competence.** Includes **knowledge of the effects of sociocultural variables on the instructional setting** in the second language classroom. |

**JUSTIFICATION (including impact on majors, minors, concentrations, and general education courses within the University curriculum; attach additional pages if required)**

The State regulations in Virginia for teacher licensure courses in the areas of foreign language and ESL now require that teachers be able to demonstrate a literacy approach in methodology within the guidelines as presented by the state. The expanded course description is in alignment with the state standards and will demonstrate that we have these elements in the course work provided to students.

**TRANSITION PLAN (describe how will students who are in Catalogs where the course is required for a major be accommodated; attach additional pages if required)**

Expedited Course Change Cover Sheet (July 2014)
Expedited course changes are posted for a 10-class day comment period. If no comments are raised during that time, the proposal becomes final. All expedited proposals approved in this way will be noted on the UCC web site.

If comments are raised, the proposal may be reviewed by the UCC and then approved or it may be returned to the CCC for additional deliberation (as required).