

**CLAD REQUIREMENTS MET IN THE MULTIPLE SUBJECT
PRE-CREDENTIAL PROGRAM**

I. FOUNDATIONS OF EDUCATION: SCHOOL AND SOCIETY.

Students complete one of the following courses.

LIBS. 312: Schooling and Society (3 units)

EDUC. 417: School and Society (3 units)

II. LANGUAGE ACQUISITION, THE BASIC STRUCTURE OF LANGUAGE.

Students complete one of the two patterns of coursework below.

1. LIBS. 330, "Children Should be Seen and Heard" (3 units) plus one below

LIBS. 327, "The English Language" (3 units) or

ENGL 379, "History and Structure of English" (3 units) or

LING 441, "Linguistics and Second Language Teaching" (3 units)

2. Child Development or Human Development course (3 units) plus
LING 441 (3 units).

Note: The study of ESL is included in LING. 441 only.

III. GENERAL CULTURAL ANTHROPOLOGY. The following courses cover
Multicultural Issues, International Cross-Cultural Issues, Comparative Understanding of
Cultural Beliefs and Practices. Students complete the following two courses:

LIBS. 304, "We Hold These Truths" (3 units)

LIBS. 308, "The Practice of Culture" (3 units)

IV. FOREIGN LANGUAGE.

Students complete 6 units of university-level foreign language study.

COURSE DESCRIPTIONS

I. Foundations of Education: School and Society:

LIBS 312: Schooling and Society: Review of the history of the public school system in the United States, basic teaching philosophies, organization and structure of public schools, public school funding, and a host of important issues. These include:

dominant and minority cultures and language, second language issues, gender, race, ethnicity, class, disability and giftedness. Students do an ethnography of the classroom in which they are volunteering forty hours. They study and write about the use of language and dialect. The course places emphasis on culture and language throughout the readings, assignments and research. (3 units)

EDUC 417: School and Society: A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements, and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/postmodern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in education contexts; and influence of federal, state, and local governing agencies, the knowledge industry, and special-interest groups on education. (3 units)

II. First and Second Language Acquisition; the Basic Structure of Language:

LIBS 330: Children Should be Seen and Heard: A multidisciplinary child development class. Psychological, anthropological, and historical perspectives are examined to see the developing child in context. Particular emphasis is made on school-related issues, and students are expected to observe children, record data, and test hypotheses related to their research. Piaget and Freud are examined in light of current research. Gender issues are specifically addressed. Culture is seen as weaving in and out of developmental stages. Language, examined in detail, includes Skinnerian and Chomskian approaches to language; transformational grammar; psycholinguistics; Sapir-Whorf hypothesis; issues concerning English as a second language; dominant and minority languages and dialects; code-switching; Vygotsky's theories; inner speech; dyslexia, dyscalcula, and other issues. Emphasis is made on the teacher's use of language as an issue in instruction. (3 units)

LIB. 327: The English Language: This course covers a brief history of the English language and the spread of American dialects; an outline of linguistics (phonology, morphology, syntax, semantics); readings and discussion of the classroom handling of standard English, BVE, CVE and American Indian English dialects; sexism and other discourses in language usage. Attention is given to various bilingual (e.g., additive, subtractive, "immersion") approaches to education. Students must complete a prescriptive grammar workbook and evaluate for classroom use a multicultural reader (which includes Asian, Hispanic, and Native American materials). The course concludes with a brief survey of the poetry, fiction, and essay forms of English writing. (3 units)

ENGL 379: History and Structure of English: Introduction to the scientific study of language; the history and structure of English and the insights of contemporary grammatical theory and analysis into the phonology, morphology, syntax, and semantics of modern English. (3 units)

LING 441: Application of linguistic, psychological, sociocultural, and sociopolitical aspects of second language acquisition to a range of contexts relating to second language teaching. Particular emphasis is on issues in communicative approaches to language teaching, and the implications of language diversity in the classroom. (3 units)

III. General Cultural Anthropology:

LIBS 304: We Hold These Truths: The first course in a two-semester sequence, designed to examine fundamental beliefs, assumptions, and “self-evident” truths that serve as the foundation for American culture, and then to consider those truths in light of challenges provided by multicultural perspectives. Readings in history, cultural history, sociology, and study of ethnic minorities in the U.S. are included. (3 units)

LIBS 308: The Practice of Culture: The second course in a two-semester sequence, designed to familiarize students with non-European cultures, to develop a language and framework for understanding cross-cultural and multicultural realities, and to raise critical questions regarding the practice of culture in various settings. (3 units)