

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**  
(Approved by CAA on 4/13/06 and CGS on 4/18/06)

**Please check one:** ☒ New course      ☐ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** EDF5310 / ELE 5310 (Cross-listed)

2. **Title:** Foundations: ESL-Bilingual Ed.

3. **Long title:** Foundations of ESL & Bilingual Education

4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3

5. **Term(s) to be offered:** ☐ Fall    ☒ Spring    ☒ Summer    ☐ On demand

6. **Initial term of offering:** ☐ Fall    ☐ Spring    ☒ Summer    **Year:** 2009

7. **Course description (not to exceed four lines):**

This course addresses historical, political, sociocultural and educational issues, along with local, state, and federal policies, that affect English language learners (ELLs). The course explores current theories of second language acquisition, bilingualism, and culture for their pedagogical implications and examines program models used in elementary, middle, and high school for their effects on academic achievement.

8. **Registration restrictions:**

a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

None

b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

None

c. **Who can waive the prerequisite(s)?**

☒ No one    ☐ Chair    ☐ Instructor    ☐ Advisor    ☐ Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

None

e. **Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated to a maximum of hours or times.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

None

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:

None

- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

None

- 10. Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

- 11. Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ X other: discussion, cooperative learning, student presentations, interviews, directed reading, and writing.

## **PART II: ASSURANCE OF STUDENT LEARNING**

- 1. List the student learning objectives of this course:**

As a result of completing this course, students will be able to

1. Analyze the political, sociocultural and educational issues that contribute to the formation of language policy at local, state, and federal levels.
2. Explain the historical events that have contributed to the development of programs for teaching ELLs in schools.
3. Critique instructional models and theories in terms of their implications for teaching ELLs.

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens. N/A

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- Depth of content knowledge – Objectives 1, 2 & 3
- Effective critical thinking and problem solving – Objectives 1, 2, & 3
- Effective oral and written communication – Objective 2
- Advanced scholarship through research or creative activity – Objective 3

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

In keeping with the theme of the College of Education and Professional Studies, “Educator as Creator of Effective Educational Environments,” the course will use a constructivist model and will involve the following activities: discussion, cooperative learning, student presentations, interviews, directed reading, and writing.

Course assignments:

- (1) Reflection papers: Two papers, two pages each, based on class discussion of previous week’s assigned readings.
- (2) Interview of a community member to learn about attitudes towards ELLs and knowledge of programs and issues related to teaching ELLs in the community; an oral report of the results; and a written summary and analysis. Students will choose from a list of community members (not professional educators) so as to include ethnic minority members such as recent immigrants and second generation U.S. residents.
- (3) Group discussion: Small groups will take turns in leading class discussions of assigned readings.
- (4) Final project: A plan of action for teaching ELLs in one’s own current or future classroom, describing the target population and justifying one’s choice of a particular program model and strategies.

**3. Explain how the instructor will determine students’ grades for the course:**

All assignments will be evaluated for correctness of factual understanding, quality of analysis, and level of detail. Greatest weight will be given to the final project, as it reflects the level of success at achieving the course objectives and subsumes the first three assignments. Further breakdown of how each assignment meets the course objectives is given below:

<b>Learning Objective</b>	<b>Reflection Paper</b>	<b>Interview – Oral &amp; Written</b>	<b>Group Discussion (Attendance and Participation)</b>	<b>Final Project - Written</b>	<b>Final Project – Oral Presentation</b>
	<b>15%</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>	<b>10%</b>
<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>2</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>3</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>

**For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

- a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
- b. **Describe how the integrity of student work will be assured:**
- c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

N/A

- 4. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

- a. **course objectives;**
- b. **projects that require application and analysis of the course content; and**
- c. **separate methods of evaluation for undergraduate and graduate students.**

N/A

- 5. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)**

N/A

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

Classes will meet once a week for two and a half hours for fifteen weeks during fall/spring semesters (in the summer, classes may meet twice a week for 75 minutes each).

Weekly Outline (content conforms to that used by National Louis University & Northern Illinois University for similar courses, with adaptations to meet the needs of our students):

#### Week 1: Introduction and Overview (including course sequence and content as well as outline of clinical component)

1. Status of language minority education/historical overview
2. Federal educational policies – rules and regulations, legislation, and court rulings (e.g. Lau vs Nichols)
3. Review of State educational policies – rules and regulations (e.g. IL School Code Article 14 [Special Education] and Article 14C [Bilingual Education]; 23 IL Administration Code #228 [Bilingual

Education] and #226 [Special Education] [Current as of 10/06]) and court rulings (e.g. Gomez vs. ISBE)

4. Bilingual education resources (e.g. OELA, NABE, NCELA, IAMME, TESOL)

#### Week 2: Changing Demographics and Policies

1. The history of immigration and national, state and local immigration patterns
2. Distinctions concerning citizens, permanent residents, the undocumented
3. Rights of immigrants students in public schools on the federal level (e.g. Plyler vs. Doe) and the state level (e.g. residency requirements and the DREAM Act)

#### Week 3: Bilingualism and Second Language Acquisition

1. Definition of bilingualism
2. Relationship between L1 and L2
3. Social language vs. academic language proficiencies

#### Week 4: Bilingualism and Second Language Acquisition (cont.)

4. Developmental stages of second language acquisition
5. Bilingualism and giftedness (ELL issues leading to underrepresentation in gifted programs)
6. Local or district-level decision-making around issues related to ELLs (e.g. Dual Language Programs and newcomer Centers)

#### Week 5: ELL Educational Particularly as Related to State Rule and Regulations

1. Theory and rationale
2. IL English Language Proficiency Standards and IL Spanish Language Arts Standards
3. Effective native language and ESL delivery

#### Week 6: ELL Educational Particularly as Related to State Rule and Regulations (cont.)

4. State Required Programs: TBE and TPI
5. Framework for Service : ESL (self-contained, pull-out, resource); Dual language (two-way immersion, developmental bilingual program, foreign language immersion) and transitional bilingual education (early exit and late exit)
6. School Improvement, (e.g. district and school improvement plans, language and content standards (TESOL and WIDA)

#### Week 7: Assessment

1. Implications of identification: language minority students, ELLs, and Redesignated/Formal ELL (e.g. Fall Housing Report)
2. Screening procedures: HLS (Home Language Survey) and WAPT

#### Week 8: Assessment (cont.)

3. ISBE Assessments: ISAT, IMAGE, ACCESS, and the new 2008/2009 instrument replacing IMAGE

#### Week 9: Research and Policy on Bilingual Education

1. Research on the effectiveness of native language instruction and heritage language (e.g. Collier, Krashen, Cummins, et al.)

#### Week 10: Research and Policy on Bilingual Education (cont.)

2. The English-Only Movement
3. Anti-bilingual Education Initiatives (e.g. CA, MA, AZ and CO [defeated])

#### Week 11: Other Educational Programs/Integrating Services for Language Minority Students

1. ESEA reauthorization including No Child Left Behind (NCLB)
2. Title III
3. Title I
4. IDEA (Special Education): Review of the law

#### Week 12: Other Educational Programs/Integrating Services for Language Minority Students (cont.)

5. Adult and Vocational Education
6. Family Literacy and Newcomer Programs
7. Early Childhood Programs and Preschool for All (IL)
8. Mainstream Education

#### Week 13: Professional Preparation

1. IL Certification and Approval
2. Professional development requirements and opportunities
3. Professional organizations and resources
4. Advocacy

#### Week 14: Family and Community Involvement

1. Federal and state mandates regarding parental participation in public education
2. Funds of knowledge (e.g. Moll)
3. Barriers to participation for ELL families

#### Week 15: Final Projects Presentations

### **PART IV: PURPOSE AND NEED**

- 1. Explain the department's rationale for developing and proposing the course.**  
Census data show a rapidly increasing population of ELLs nationally and in the state of Illinois, suggesting that teachers must be ready to serve this population. Unfortunately, however, a recent survey of graduates of Illinois teacher certification programs showed that new teachers felt less well-prepared to meet the needs of ELLs than at any other aspect of their work (Illinois Association of Deans of Public Colleges of Education). Eastern Illinois University can greatly strengthen its education programs by preparing teachers in the area of language minority education.
  - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**  
N/A
  - b. If the course or some sections of the course may be technology delivered, explain why.**  
N/A
- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**  
This course provides advanced study for teachers who have already completed the basic courses required for teaching general education classes. The course may be used as an elective within the graduate education programs. The course, approved by the Illinois State Board of Education, can also serve as the first course in the state-approved sequence leading to a bilingual/ESL endorsement.
- 3. If the course is similar to an existing course or courses, justify its development and offering.**  
N/A

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**  
No Deletions. Curricular gap: See Part IV, Item 1.

**4. Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

For the new Master's degree program in Education, one elective is required. This course will be one of the approved electives.

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

N/A

## **PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

Rotate among the following: Gong, Edwards, Md. Yunus, Padmaraju.

**2. Additional costs to students: NA**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

**3. Text and supplementary materials to be used (Include publication dates):**

Ovando, C. J., & Collier, V. P. (2005). *Bilingual and ESL classrooms* (4<sup>th</sup> ed.) Boston: McGraw-Hill.

We also recommend that students purchase the WIDA English Language Proficiency Standards and Resource Guide (2007 ed.), available from [www.wida.us](http://www.wida.us).

## **PART VI: COMMUNITY COLLEGE TRANSFER**



If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

N/A

## **PART VII: APPROVALS**

**Date approved by the department or school:** 8-28-08: SED-EDF; 9-12-08: EC/EL/MLE

**Date approved by the college curriculum committee:** 10-13-08

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:**                      **CGS:**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).