

Eastern Illinois University  
**New Course Proposal**

**ELE 4850, Exploring ELLs through Study Abroad/Study Away Experiences**

Please check one: ☒ New course ☐ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** ELE 4850
2. **Title (may not exceed 30 characters, including spaces):** ELLs in Study Abroad/Away
3. **Long title, if any (may not exceed 100 characters, including spaces):** Exploring English Language Learners through Study Abroad/Study Away Experiences
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 1-0-1
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2012
7. **Course description:** This course is for students registered for the study abroad or study away programs coordinated by the Early Childhood, Elementary and Middle Level education department. These study abroad/study away programs are in settings with high levels of language diversity and will provide a background regarding the programs designed to meet the needs of the growing population of English Language Learners.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
Not Applicable
    - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No
  - b. **Prerequisite(s)**
    - **Identify the 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
    - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No  
  
If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
  - 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): Must be registered to participate in Study Abroad/Study Away programs with field experiences in school settings with high levels of language diversity.

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

☒ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

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]

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

**Please check any special grading provision that applies to this course:**

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in  (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in  (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

☐ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research  
☐ internship ☐ performance ☐ practicum or clinical ☒ study abroad  
☐ Internet ☐ hybrid ☐ other (Please specify)

## 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

- i. Identify and describe the heterogeneity of the population titled "English Language Learners" in study abroad/study away settings.
- ii. Explain the impact of linguistic diversity by observing how teachers accommodate for such diversity within their classrooms in the study abroad/study away settings.
- iii. Analyze the support systems in place in the study abroad/study away settings with large numbers of English Language Learners.

- b. 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.

Not Applicable

- c. 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 (Objective ii)
  - Effective critical thinking and problem solving (Objectives ii and iii)
  - Effective oral and written communication (Objectives i, ii, and iii)
  - Advanced scholarship through research or creative activity (Objective iii)

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

Course assignments:

1. Online journal – Students will maintain a journal to document their observations about language diversity witnessed during the study abroad or study away experience, reflect on the ELL related literature in the study abroad/study away settings and compare and contrast it with the support systems in place in the US. These journal entries will be submitted online.
2. Reflection paper – Students will write a reflection paper to synthesize the learning from the Study Abroad/Study Away field experiences, the course readings, and ELL related literature.

Learning Objective	Journal	Reflection Paper
	40%	60%
i.	X	X
ii.	X	X
iii.	X	X

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

The journal entries and the paper will be evaluated for correctness of factual understanding, quality of analysis, and level of detail.

**4. 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.):**
5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
  - a. **course objectives;** Not applicable
  - b. **projects that require application and analysis of the course content; and** Not applicable
  - c. **separate methods of evaluation for undergraduate and graduate students.** Graduate students enrolled in the course will be required to include a review of literature in their reflection paper to ensure a higher level of synthesis required of graduate students.
6. **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 \*.)** Not applicable

### **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.**

This 1 credit hour course is designed over a period of four weeks for students who are registered for a Study Abroad or Study Away program coordinated by faculty within the Early Childhood, Elementary and Middle Level Education department.

The weekly outline is as follows:

#### **Module 1 (Pre-Departure):**

This time will be used to expand the students' understanding of linguistic diversity in the study abroad/study away educational settings through readings and research.

Students will:

- read "Disrupting preconceptions: Challenges to pre-service teachers' beliefs about ESL children" (listed in course readings).
- begin journaling about their perceptions/misconceptions and expectations regarding the language diversity prevalent in the educational settings to be observed.
- begin gathering ELL related literature to prepare for the specific study abroad/study away setting in which they will be participating.

#### **Module 2 (Onsite):**

On-site the students will observe and begin to recognize the heterogeneity of the ELL population after reviewing "English Language Learners," a policy research brief by NCTE (listed in the course readings). The students will also start analyzing the information gained from ELL related literature, workshops and daily interactions with ELL students, peers and other professionals. The content of their journal entries will shift to an analysis of the impact of the heterogeneity of the ELL population within the classroom settings.

**Module 3 (Onsite):**

The students will continue to expand their understanding of linguistic diversity and key variables impacting academic achievement of English Language Learners. They will also observe how teachers accommodate for such linguistic diversity within their classrooms. Further exploration of this issue can be accomplished by reading “Preparing mainstream teachers for English Language Learners: Is being a good teacher good enough?” (listed in course readings). Journal entries will draw heavily from observations in the field experiences. Students will be encouraged to begin planning for their final reflection paper.

**Module 4 (Post Experience):**

In light of their recent experiences, the students will read “Effective literacy and English language instruction for English learners in the elementary grades,” an IES Practice Guide (listed in the course readings section). After gaining first-hand experience in classrooms with high levels of linguistic diversity, students will be asked to reflect on their initial perceptions/expectations about ELLs and examine how this experience may have changed those perceptions/expectations.

The goal is for the students to consider implications for their own teaching practice as they complete the final reflection paper synthesizing field experiences from study abroad/study away settings and course readings.

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

**1. Explain the department’s rationale for developing and proposing the course.**

Data from the census show a rapidly increasing population of ELLs nationally and in the state of Illinois. This has implications with regard to how we prepare our teachers. The Early Childhood, Elementary and Middle Level Education department coordinates Study Abroad and Study Away programs with significant language diversity in Toronto and El Paso. This course is designed to allow participants in these programs to synthesize the course resources with the experiences they have in these settings.

Students registering for EC/ELE/MLE sponsored study abroad/study away experiences may register for up to four credit hours. Most students sign up for at least one 2-3 hour course. Feedback from past participants (undergraduate and graduate level) indicated the desire to take a course for credit that allows for application/reflection about English Language Learners encountered during study abroad/study away.

- 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.** Not applicable
- b. If the course or some sections of the course may be technology delivered, explain why.**

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

- a.** This course is designed as a 4750 plus level class for students registered for a Study Away or Study Abroad programs coordinated by the Department of Early Childhood, Elementary and Middle Level Education. Two of these programs are in settings where there are high levels of language diversity (El Paso, TX, and Toronto, Canada). The participants in these programs have ranged from sophomores to graduate students from the College of Education and Professional Studies and as such this course is designed to cater to all participants in these programs. Graduate students enrolled in the course will be required to include a review of literature in their reflection paper to ensure a higher level of synthesis required of graduate students.

The co-requisite for this course is that students must be registered and participate in the study abroad/study away programs which have field experiences in school settings with high levels of language diversity. The field experiences during the study abroad/study away programs will provide the context for students to meet the objectives of the course.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

At present there is no similar course at the undergraduate or graduate level that is specifically designed for study abroad/study away participants.

- 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.** Not applicable
- 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.** Not applicable

**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.** This is not a required course
- 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.** Can be an elective for the graduate program.

**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.** Not applicable

**PART V: IMPLEMENTATION**

- 1. Faculty member(s) to whom the course may be assigned:** Kiran Padmaraju, Dan Carter, Linda Loy or any qualified faculty in the department accompanying the study abroad/study away participants.

**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.**

- 2. Additional costs to students:** None

**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.)**  
Not applicable

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

No textbook is proposed for the course. Course readings will be updated as new literature is added to the field and will be adapted for students repeating the course. Students participating in the course will be required to analyze and reflect on not only their experiences but also literature related to English Language Learners available in the educational settings in the Study Abroad or Study Away programs. In addition, the following reading materials are suggested:

- De Courcy, M. (2007). Disrupting preconceptions: Challenges to pre-service teachers' beliefs about ESL children. *Journal of Multilingual and Multicultural Development*, 28(3), 188-203.
- Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective literacy and English language instruction for English learners in the elementary grades: IES Practice Guide. Retrieved from <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf>
- Jong, E. & Harper, C. (2005). Preparing mainstream teachers for English language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 101-124.
- National Council of Teachers of English. (2008). English language learners: A Policy Research Brief. Retrieved from <http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf>

## 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.**

A community college course will not be judged equivalent to this course.

## PART VII: APPROVALS

**Date approved by the department or school:** September 21, 2011

**Date approved by the college curriculum committee:** November 28, 2011

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

**Date approved by CAA:** March 1, 2011      **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).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

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<http://www.eiu.edu/~careers/>

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Services**

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**581-6583**