

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**  
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

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

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** ELE 4890
2. **Title (may not exceed 30 characters, including spaces):** CLD/ELL: Instructional Methods
3. **Long title, if any (may not exceed 100 characters, including spaces):** Culturally and Linguistically Diverse Students/English Language Learners: Instructional Methods
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:** 2013
7. **Course description:** This course is designed to provide teacher candidates with the knowledge, skills and dispositions to effectively organize and implement instructional methods for students that are culturally and linguistically diverse (CLD) and/or English Language Learners (ELL). Teacher candidates will research and reflect on various methods and strategies to design instruction to meet the needs of students who are considered CLD/ELL and who may have varying levels of language proficiency.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
  
No equivalent course
    - 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.  
  
Early Childhood: ELE 3281 and ELE 4775.  
Elementary Education: ELE 3280 and ELE 3350 or permission of the Department Chair.  
  
These prerequisite courses may be taken concurrently with the proposed course.  
  
University Teacher Education requirements apply and department requirements for enrollment must be met.

- 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):

**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:

Teacher Education candidates who have successfully met the University Teacher Education requirements and department requirements and have met all the prerequisites.

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

N/A

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

N/A

**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:**

Teacher candidates enrolled in this course will:

1. Analyze the dynamics of first and second language acquisition in the context of the increasing cultural and linguistic diversity in our schools
  2. Research and reflect on research-based teaching and assessment practices for English Language Learners
  3. Examine, select, use and evaluate materials, methods and strategies used for teaching English as a second language
  4. Apply Common Core Standards and Illinois English Language Proficiency Standards to design differentiated instruction and assessment
  5. Compare and contrast methods and strategies for effective content and academic language learning
  6. Design an integrated thematic unit for students at varying levels of language proficiency using principles of English language development and academic instruction in different content areas
- 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.**

Not Applicable

- 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:**

Graduate students will be able to enroll in this course and count it as an elective for their graduate program.

- **Depth of content knowledge** – Objectives 1, 2, 4
- **Effective critical thinking and problem solving** – Objectives 1, 2, 3, 5
- **Effective oral and written communication** – Objectives 2, 3, 6
- **Advanced scholarship through research or creative activity** – Objectives 3, 4, 5, 6

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

1. Article Review: Students will be required to complete a critical review of a journal article evaluating and reflecting on the article's strengths, weaknesses and validity through explanation, interpretation and analysis.

OR

- Literature Review: Graduate students enrolled in the course will complete a literature review instead of an article review synthesizing at least six peer-reviewed journal articles related to a CLD/ELL related topic.
2. Strategy Journal: Students will maintain a strategy journal to note effective strategies that work with students who are considered CLD/ELL using classroom discussions, presentations and other resources provided in the course.
3. Reflection Paper: Researchers in the field of English Language Learners have identified specific descriptors to highlight the strengths that ELLs have at different stages of language acquisition. The students in the course will critically reflect on these descriptors for a particular grade level to get a deeper understanding of how these strengths can be used by classroom teachers to provide a more effective learning environment for CLDs/ELLs.
4. Integrated Thematic Unit: In small groups (of not more than 3 students each), teacher candidates will plan an integrated thematic unit that includes a collection of differentiated lessons and activities for students who are considered CLD/ELL integrating multiple elementary disciplines.
5. Survey and Reflection Project: Students will survey the current condition in the community where they live and submit a written report including the following elements:
  - Data on students considered CLD/ELL and their families in a table/figure format.
  - Describe the children and families (as related to race/ethnicity background)
  - Interview a child who is CLD/ELL and/or a family member and write a one-page reflection on what he/she learned from the information gathered in the interview.
  - Discuss the impact of this interaction with a child who is CLD/ELL and/or parent on your own teaching practice
6. Midterm and Final Exam: The student will demonstrate his/her knowledge of the course content by appropriately responding to test items that require the application of course information.

Learning Objective	Article/Literature Review	Strategy Journal	Reflection Paper	Integrated Thematic Unit	Survey and Reflection Project	Midterm and Final Exams
<b>Weight</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>30%</b>	<b>20%</b>	<b>20%</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>4</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>5</b>	<b>X</b>	<b>X</b>		<b>X</b>		
<b>6</b>				<b>X</b>		

**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 Integrated Thematic Unit, as it reflects the level of success at achieving the course objectives and subsumes the key focus of the course. The grading scale for this course will be: A=100% to 92%, B= 91% to 82%, C=81% to 72%, D=71% to 62% and F=61% and below

**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.):

N/A

**5. 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.

Graduate students enrolled in the course will complete a literature review instead of an article review synthesizing at least six peer-reviewed journal articles related to a CLD/ELL related topic.

**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 \*.)**

This course is writing active because it incorporates a variety of writing assignments. The following assignments will be evaluated for correctness of factual understanding, quality of analysis and level of detail: Article Review, Reflection Paper, Integrated Thematic Unit, & Survey and Reflection Project.

### **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.**

Weeks 1 and 2 (Objective 1):

- Demographic Patterns and Student Diversity
- Describing Cultural and Linguistic Diversity in the Classroom
- Understanding the Realities of Cultural and Linguistic Diversity in the Classroom
- Sociocultural implications of Cultural and Linguistic diversity

Weeks 3 and 4 (Objectives 1, 2, 3):

- Cognitive and Academic challenges for Students who fall under the CLD/ELL umbrella
- Implications for Classroom and School Practice

Weeks 5 and 6 (Objectives 1 & 3):

- Dynamics of First Language Acquisition
- Dynamics of Second Language Acquisition
- Differences between First and Second Language Acquisition
- Process and demands of Second Language Acquisition
- Connecting language development to the Common Core State Standards
- Fostering classroom environments conducive to Second Language Acquisition

Weeks 7 and 8 (Objectives 2 and 5):

- Changing Perspectives in Instructional Methods
- Effective Program Models
- Predictors of Academic Success
- Findings of Research on Bilingual Education
- Planning for standards-referenced curriculum, instruction and assessment

Weeks 9 and 10 (Objectives 2, 3 and 5):

- A Framework of Accommodation Readiness
- Readiness for Critical Reflection on Practice
- Readiness for CLD/ELL Students and Families
- Programming and Instructional Readiness
- Programming and Instructional Readiness through Advocacy

Week 11 (Objectives 2, 3 & 6):

- Planning and Grounding Instructional Methodology
- Common Core Standards and English Language Learners
- Dominant Approaches to Second Language Instruction and Assessments

Week 12 (Objective 6):

- The Integrated Content-Based Method of Instruction
- Evolution of Content-Based Instruction
- Content-Centered Methods of Instruction
- Integrated Content-Based Instruction
- Planning and delivering Integrated Content-Based Instruction

Week 13 (Objectives 3 and 5):

- The Sheltered Method of Instruction
- Realities of Sheltered Instruction

Variations on Sheltered Instruction

Myths and Misconceptions Associated with Sheltered Instruction

The Sheltered Instruction Observation Protocol (SIOP)

Week 14 (Objectives 3 and 5):

Cognitive and cross-linguistic strategies for CLD/ELLs

Pros and cons of the Cognitive Academic Language Learning Approach (CALLA) method of instruction

Week 15 (Objectives 4 and 6):

Achieving Standards-Driven Professional Practice

Nationally Recognized Standards

Standards-Driven Reflection on Professional Practice

Benchmarks of Effective Practice

Setting Goals for Professional Development

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

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

All teacher education programs in the State of Illinois will need to be reviewed and reapproved through the Illinois State Board of Education. Programs are being required to implement revised Illinois Professional Teaching Standards. These new standards have a greater emphasis on working with diverse student populations including English Language Learners. Accommodating the needs of English Language Learners is one of the greatest challenges educators face today. This course will prepare teachers and teacher candidates in providing the support English Language Learners need to thrive alongside their English-dominant peers.

- 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.**

Building on content knowledge and field experiences from previous courses (see prerequisites listed in 8b) and/or classroom experiences, this course is appropriate for upper division pre-service candidates or graduate students.

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

- 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.**

N/A

- 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.**

N/A

**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.**

This course will be required of all Early Childhood Education, Elementary Education General Option, special education dual majors, Post Baccalaureate Teacher Certification and will serve as an elective course for the M.S. Ed. in Elementary Education graduate program. If approved by the Illinois State Board of Education, the course may also serve as one of the courses in the state-approved sequence leading to an ESL endorsement.

- c. 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.**

**PART V: IMPLEMENTATION**

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

Qualified graduate faculty within the Department of Early Childhood, Elementary, and Middle Level Education.

**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:**

**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.)**

N/A

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



Herrara, S. G. & Murry, K. G. (2011). *Mastering ESL and bilingual methods: Differentiated instruction for cultural and linguistically diverse (CLD) students*. Kansas: Pearson.

## 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: 9/14/12**

**Date approved by the college curriculum committee: 9/24/12**

**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).

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