

Eastern Illinois University
Revised Course Proposal

EDF 2595G, Education in a Diverse Society: The Multilingual/Multicultural Classroom Honors

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** EDF 2595G
2. **Title (may not exceed 30 characters, including spaces):** Ed in a Diverse Society Honors
3. **Long title, if any (may not exceed 100 characters, including spaces):** Education in a Diverse Society: The Multilingual/Multicultural Classroom Honors
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:**
7. **Course description:** How schooling is shaped by and ought to respond to the social contexts in which it occurs, particularly multicultural, multilingual, and global contexts. WI
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
Non-honors version of the course – EDF 2555G
 - 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.
Admission to the Honors College
 - 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: **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**] Honors, General Education (Social & Behavioral Sciences Component), Cultural Diversity, and 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 EDF-2555 (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 EDF 2555 (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:

By the end of the semester the student will be able to:

- A. Describe how student learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
- B. Identify areas of exceptionality in learning;

- C. Analyze cultural and community diversity using a well-grounded framework;
- D. Incorporate students' experiences, culture, and community resources into instruction;
- E. Analyze how individuals influence groups, how groups function in society, and how to help students to work cooperatively and productively in groups;
- F. Utilize reflection as an integral part of professional growth and improvement of instruction.

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. (Objectives A, C, D, F)**
- **EIU graduates will think critically. (Objectives A, C, E)**
- **EIU graduates will function as responsible citizens. (Objectives A, C, E)**

This is a required preservice teacher education course and is also a general education course. Objectives A, C, D, E, and F are linked to general education course requirements.

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**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

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

Action Research (35%) – formal research and writing projects that analyze the impact of the cultural variables of ethnicity/race, gender/sexual orientation, and social class and their impact on teaching, learning, and school culture.

Language Case Study (20%) – formal research and analysis on language and culture and its impact on student learning.

Reflections (10%) – written responses and reflections on course readings, activities, and content.

Exams (35%)

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

Objective	Action Research 35%	Language Case Study 20%	Reflections 10%	Exams 35%
A	X	X		X
B	X	X	X	X
C	X	X		X
D	X	X		X
E		X	X	
F	X	X	X	

Grading Scale:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

0-59% = F

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
 - Describe how the integrity of student work will be assured:**
 - 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:**
- course objectives;**
 - projects that require application and analysis of the course content; and**
 - separate methods of evaluation for undergraduate and 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 *.)**

This course is writing intensive. At least 35% of the course grade will be constituted by the student's writing skills. Students will have the opportunity to revise written assignments after receiving instructor feedback.

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&2 Foundations of Multilingual/Multicultural Education
 Culture
 Cultural identity
 Cultural pluralism
- Weeks 3&4 Social Class and Its Relation to Schooling
 The teacher’s role in promoting middle-class values and lifestyles
 vs. adapting to students’ social class as a determiner of success in school
 Inequities in school funding and possible remedies
- Weeks 5&6 Racial and Ethnic Minorities: Equality of Educational Opportunity
 Cultural assimilation vs. cultural pluralism: When is each appropriate?
 Inequality of funding and other opportunity
 De facto segregation by residence patterns and possible solutions
- Weeks 7&8 Gender Equity in Schooling
 Teachers as perpetrators of traditional gender roles
 Teachers as change agents: role models, mentors and encouragers
 Cultural influences on gender roles
 Sexual orientation and homophobia
 Title IX and its influence on school practices
- Week 9 Religion
 Religion and culture
 Religion as a way of life
 Religious pluralism in the United States
- Week 10 Exceptionality
 Students with disabilities and those designated as gifted and talented
 Litigation
 Legislation
 Classroom focus
- Weeks
11, 12, &13. Language
 Language and culture
 *Definitions and distinctions
 *English as a global language: Fact or fiction?
 *Languages in society
 Language differences
 Second language acquisition
 * Language abilities
 *Analyzing ELL classroom for learning

Weeks 14&15 Education that is Multicultural

Initiating multicultural education

Culturally responsive teaching

School climate

PART IV: PURPOSE AND NEED

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

This course has been re-designed to meet updated Illinois Professional Teaching Standards and to incorporate significant content about English language learners. EDF 2595G will be the honors version of EDF 2555G, the required foundations course for all teacher certification candidates.

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.

Cultural Diversity: This course focuses on the study of diverse peoples (including issues of race, ethnicity, and gender) at home and abroad; the history, traditions, and/or language of other countries or cultures; and the role of cultural sensitivity in making informed and ethical decisions.

Social and Behavioral Sciences: This course is a sociology of education course.

a. 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.

Sophomore level – introductory professional education diversity course.

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.

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.

This course will be an option for honors students to take to complete the required EDF 2555G Education in a Diverse Society course or as a social science 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.

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:** Dawn VanGunten, Rose Gong, David Barker and any qualified faculty member.

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.)

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

Gollnick, D. & Chinn, P. (2013). *Multicultural education in a pluralistic society*, (9th ed.). Upper Saddle River, NJ: Pearson.

Gutek, G. (2006). *American education in a global society*. Prospect Heights, IL. Waveland Press.

A current selection of readings regarding English language learners from selected education journals.

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 may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: March 6, 2013

Date approved by the college curriculum committee: March 25, 2013

Date approved by the Honors Council (*if this is an honors course*): April 4, 2013

Date approved by CAA: April 18, 2013

*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

Career Services

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

581-2412

Disability Services

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

581-6583