University of Wisconsin-Whitewater

Curriculum Proposal Form #4A

# **Change in an Existing Course**

Type of Action (check all that apply)

[x]  Course Revision (*include course description & former and new syllabus)* [ ]  Grade Basis

[x]  Contact Hour Change and or Credit Change [x]  Repeatability Change

[ ]  Diversity Option [x]  Other: Title Change

[ ]  General Education Option

 area:  **\***

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term**:

**Current Course Number** (*subject area and 3-digit course number*): CIGENRL/ESL 354

**Current Course Title**: Seminar in ESL

**Sponsor(s)**: Julie Minikel-Lacocque & Susan Huss-Lederman

**Department(s):** C&I/Lang. & Lit.

**College(s):**

**List all programs that are affected by this change:**

**Minors in Teaching English as a Second Language, Teaching English as a Second Language/Bilingual-Bicultural**

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

[x]  NA [ ]  Yes [ ]  They will be submitted in the future

Proposal Information: ([***Procedures for form #4A***](http://www.uww.edu/acadaff/ucc/Procedures_form4A.docx))

1. **Detailed explanation of changes** (use FROM/TO format)

***FROM: 1 credit, repeatable with change in topic, up to three times; title change from “Seminar in ESL and Bilingual-Bicultural Education;” from no pre-requisite***

***TO: 3 credits; title change to: “Critical Perspectives on Bilingual Learners in Schools;” Abbreviation: Crit. Perspectives Biling.; pre-requisite: CIGENRL/ESL 350***

## Justification for action

Credit change is requested to reflect change in course design. Students will now enroll in this 3-credit course once, rather than over three semesters, taking it one credit at a time. The title change is requested to reflect course purpose and content accurately. The pre-requisite is requested to enhance preparation of students within the licensure program.

1. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

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| **CIGENRL/ESL 354** **Seminar in ESL/BE Education** 1 credit | **Spring 2008****Theme:** Tapestries of Color and Word**Meeting:** Select Tuesdays 12:30-1:45 **Room:** Winther Hall 1002B |
| **Instructors**  | **Office**  | **Phone**  | **E-Mail**  | **Office Hours**  |
| Susan Huss-Lederman  | 1002A Winther Hall  | 262-472­5797  | hussleds@uww.edu  | By appointment by calling 472-5797  |
| Nelia Olivencia  | 105 McCutchan Hall  | 262-472-1913  | olivencn@uww.edu  | By appointment by calling 472-1913  |

***Course description:*** In the Seminar in ESL and Bilingual-Bicultural Education, students at different stages of ESL/BE program completion meet to reflect upon contemporary issues in the educational and socio-political experiences of linguistically diverse communities in the region and state. This course is also the place for students to receive and discuss professional information concerning Wisconsin Department of Public Instruction licensure requirements for teaching English as a Second Language and Bilingual-Bicultural Education.

***Prerequisites:*** Admission to Professional Education or consent of the instructor.

***Required Texts and Materials:***

1. Hones, D.F. (2002). *American dreams: Global visions*. Mahwah, NJ: Lawrence Erlbaum. Rental.
2. Other course resources will be available on D2L.

***Objectives:***

1. To learn about the experiences of the linguistically and culturally diverse communities in the southeast Wisconsin area through readings and direct contact with members of these communities. Wisconsin Teaching Standard (WTS) 1;
2. To discuss pedagogical issues and practices related to serving the children of linguistically and culturally diverse communities. WTS 3, 4, 7;
3. To reflect on the issues and practices that are continuous across the courses in the ESL/BE licensure minor so that the students can create a cultural and educational context for their professional practice. WTS 9.

***Grading and Major Assignments:***

1. Class participation and attendance 30%
2. Online discussion 30%
3. Final reflective paper 40%

***Important Considerations:***

1. “Participation and attendance” means coming to class prepared for small group and large group discussion. It means speaking up in class as well as listening attentively to others.
2. Online discussions should be substantive. Discussion prompts (two per topic in the syllabus) will be posted on D2L. Students should post at least twice per prompt, and postings should be approximately 250 words long. At least one posting per discussion prompt should be a response to something that other students have written.
3. Guidelines for the final reflective papers will be available on D2L and discussed in class. Examples of excellent papers from previous semesters can be made available to you.

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| **Meeting Schedule and Course Topics *(subject to change with advance notice)*** |
| Sept. 2 | Course Overview Introduction of main course text. Information about the minor in ESL/BE Check D2L class website for assignment information and discussion prompts. |
| Sept. 9 | Opening up the eyes and loosening the tongue through the arts in dual-language classrooms.Video*: Profile of Effective Two-Way Immersion Teaching* |
| Sept. 16 | Examining resources: Integrating arts into instruction. Meet in the WITRC lab. |
| Sept. 23 | Visitors from the Universidad Autónoma Benito Juárez de Oaxaca**:**Maestro Shinzaburo Takeda, muralist and Maestro Manuel Matus, poet |
| Oct. 14 | Learning from public art: Finding the themes of daily life in the texture of daily life: Learning a bit about semiotics.Readings on D2L. |
| Dec. 2 | Sharing what we find in our field work. |
| Dec. 9 | Wrap-up/Reflection Check D2L class website for assignment information and discussion prompts.  |

**Additional Course Information:**

***PLAGIARISM.*** Plagiarism, the act of intentionally using the work of another writer without citation, intending the reader to believe that it is your own work, is a serious violation of academic conduct. Engaging in plagiarism will result in your failing the assignment and/or the course.

***RELIGIOUS OBSERVANCES.*** If you are absent due to the observance of a religious holiday, please let us know so that we can reschedule your assignments.

***SPECIAL NEEDS.*** If you have special needs due to physical or learning disabilities, please let us know, so that we can make the appropriate accommodations for you.

***College of Education Conceptual Framework***

Our conceptual framework, *The Teacher is a Reflective Facilitator*, is the underlying structure in our teacher preparation program at UW-Whitewater. This structure gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

**UWW REQUIRED POLICY STATEMENT:** The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the *Undergraduate* and *Graduate Timetables*; the "Rights and Responsibilities" section of the *Undergraduate Bulletin*; the "Academic Requirements and Policies" and the "Facilities and Services" sections of the *Graduate Bulletin*; and the "Student Academic Disciplinary Procedures: [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

**CIGENRL 354:**

**Critical Perspectives on Bilingual Learners in Schools**

**Monday & Wednesday, 11:00 – 12:15**

**Winther Hall, 1002B**

Julie Minikel-Lacocque Phone: 262-472-5800

Assistant Professor Email: minikelj@uww.edu

Department of Curriculum & Instruction Office Hours: 9-11 am, M & W

Office: Winther Hall #3039 & Happily by Appointment

**Course Description:**

3 Credits

Prerequisite: CIGENRL 350

This course provides a socio-cultural orientation to teaching and learning within the field of ESL/BE. We will explore various cultural (and other) implications of teaching bilingual learners, as well as of being a bilingual learner in the educational context of the US. Specifically, this course is designed to address Standard #2 of the DPI *Competencies for Teaching English Language Learners*. This standard reads:

**Standard 2. Developmental, Social, Political, and Cultural Contexts**

1. Understanding of personal development (psychological and social) of ELL students.

2. Understanding of the social, economic, and political contexts shaping the lives of ELL students

3. Understanding of the cultural contexts that shape the lives of ELL students (e.g. home culture and cultural change, stresses of cultural change, culturally based learning styles and preferences, acceptance of extracurricular activities, importance of certain aspects of school involvement to children and parents)

4. Knowledge of the educational background of ELLs (e.g. schooling in native country, parents’ expectations of U.S. educational system, patterns of school attendance, parents’ educational background)

5. Understanding of how items 1-4 relate to classroom performance and pedagogical practice

**Core concepts we will build on from CIGENRL 350:**

* Critical multiculturalism vs. liberal multiculturalism
* White privilege
* The culture of power
* Difference blindness
* Critical Pedagogy

**New core concepts:**

* Social capital
* Cultural capital
* Social reproduction theory

**Expectations (Students and Professor)**

* Engagement
	+ Students will: read all readings carefully, come to class prepared, respectfully engage in discussion and challenge us, do your best work always, turn in work on time, push yourself to learn
	+ Professor will: come to class prepared, respectfully encourage students to challenge themselves, learn from students and their experiences, strive to help create a safe, engaging learning environment
* Respect
	+ Students will: come to class, (& communicate with professor if you are absolutely unable to), respect others’ ideas and learning paths, refrain from cell-phone and inappropriate computer use in class.
	+ Professor will: honor various learning paths, recognize that we all have much to learn from each other, communicate regularly with students and respond to their out-of-class inquiries

**Communication**

Students and Professor must regularly check and use their UWW email accounts. Outside of class, this is the primary mode of communication. I have regular in-person office hours (noted above), and I am happy to set up appointments outside of that time and/or communicate via email. (*My office phone is not a good way to get a hold of me*). Feel free to contact me with any questions you might have.

**Absence Policy**

You must come to class. I plan class around you, the students. Your fellow students also plan on your being in class. My goal is that we form a learning community; and in order to do this, we all need to be consistently present. When life *prohibits* you from coming to class, you must notify me and turn in make-up work. (The nature of the make-up work will depend on what you missed). While it is possible to miss up to two classes without your grade being significantly affected, this depends on the circumstances. *Anything more than two absences will cause your grade to be significantly lowered*.

**Plagiarism & Academic Misconduct**

Plagiarism, the act of intentionally using the work of another writer without citation, intending the reader to believe that it is your own work, is a serious violation of academic conduct. Engaging in plagiarism will result in your failing the assignment, the course, or getting expelled from the University. See Chapter 14 of the student handbook for more information:

http://www.uww.edu/handbook/student/system\_1403.html

**Other “Rules”**

I prefer to treat you as adults, and expect the same in return. Common-sense “rules” apply. You are about to be (or are) teachers—act in a way you would expect and want your own students and colleagues to act. Because this is a syllabus, however, and because we are all at various stages of our college careers, I will include some common-sense notes. *Late work*: Assignments are due at the beginning of the class on the due dates noted in the syllabus (or at a specific time in a drop-box on D2L). Please contact me if significant circumstances arise and you cannot turn in the work on time. Late work (unless there is a substantial issue) will be graded accordingly. *Incompletes* are reserved for students who have been doing passing work until near the end of the term, and because of illness or emergency, cannot complete the course.

**Required Books:**

1. Valdes, G.  2001.  *Learning and Not Learning English:  Latino Students in American Schools.*  Teachers College Press.

2.  Gibbons, P.  2002.  *Scaffolding Language Scaffolding Learning:  Teaching Second Language Learners in the Mainstream Classroom.*Heinemann

**Additional Readings** *(on e-reserve)***:**

* Kubota, R. (2004). Critical multiculturalism and second language education. In B. Norton & k. Toohey (Eds.). *Critical pedagogies and language learning* (pp. 30-52). Cambridge University Press.
* Cummins, J. 1994. The Socioacademic Achievement Model in the Context of Coercive and Collaborative Relations of Power. In *Cultural Diversity in Schools*. State University of New York Press.
* Norton, B. 2000. Claiming the right to speak in classrooms and communities. In: *Identity and Language Learning: Gender, Ethnicity, and Educational Change*. (pp. 133-154)
* Interview with R. Rodriguez (online): http://www.scottlondon.com/interviews/rodriguez.html
* Rodriquez, R. 1985. Aria. In *Hunger of Memory* (pp. 1-41).
* Norton, B. & Toohey, K. 2001. Changing Perspectives on Good Language Learners. *TESOL Quarterly, 35*(2), pp. 307-322.
* Rubinstein-Ávila, E. 2004. Conversing with Miguel: An adolescent English Language Learner struggling with later literacy development. *Journal of Adolescent and Adult Literacy (47)*4.
* Lucas, T., Grinberg, J. (2008). Responding to the linguistic reality of mainstream classrooms: Preparing all teachers to teach English language learners. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre (Eds.) *The third edition of the Handbook on research on teacher education: Enduring questions in changing contexts.* New York: Routledge.
* Possibly others, at the instructor’s discretion

**Course Assignments:**

* Participation: Co-constructed rubric, 25%
* Critical Schooling Autobiography, 10%
* Reaction Papers (3), 20%
* Leading Discussion, 10%
* Midterm Project: Analysis of interview with an ELL/ bilingual learner, 15%
* Final Project: Annotated Critical Lesson Plan, 20%

Schedule

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| WEEK |  TOPIC  | READINGS & ASSIGNMENTS |
| 1  | Co-Construction of Participation Rubrics | No readings for Jan 18.In class: * Why are YOU in this field?
* Critical Pedagogy in real-time
 |
| 2  | Critical Theory & Critical Pedagogy  | For Monday:* Revisit Kubota. 2004.
* Cummins. 1994.

For Wednesday:* Norton, B. 2000
 |
| 3  | Critical Theory & Critical Pedagogy & YOU | For Monday:* Rodriguez, R. 1985.
* Interview with R. Rodriguez. (Online)

For Wednesday:* Norton & Toohey, 2001.
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| 4  | How Critical Theory Works in Schools: Students’ Perspectives | For Monday:* **Critical Autobiography due 10:45 am in drop-box.**

For Wednesday:* Rubinstein-Ávila, E. 2004.
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| 5  | In the Classroom | For Monday:* Valdés, 2001. pp. ix-xii (Series Forward) & pp. 1-28 (Introduction & Chapter 1).

For Wednesday:* Gibbons, 2002. Foreword & Chapter 1.
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| 6  |  | For Monday:* Valdés, 2001. Chapter 2 & 3.

For Wednesday:* Gibbons Chapter 2.
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| 7  |  | For Monday:* Valdés, 2001. Chapter 4, “Lillian.”
* Gibbons, 2002. Chapter 3.

For Wednesday:* **Reaction Paper #1: Your recommendations for schooling Lillian, due at 10:45 am in drop-box.**
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| 8  |  | For Monday:* Gibbons, 2002. Chapter 4.

For Wednesday:* Gibbons, 2002. Chapter 5.
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| 9  |  | For Monday:* **Analysis of Interview with ELL (MIDTERM) due Monday at 10:45 in drop-box.**

For Wednesday:* Valdés, 2001. Chapter 5, “Elisa.”
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| 10  |  | For Monday:* **Reaction Paper #2:** **Your recommendations for schooling Elisa, due at 10:45 am in drop-box.**

For Wednesday:* Gibbons, 2002. Chapter 6.
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| *SPRING BREAK*  |  |    |
| 11  |  | For Monday:* Valdés, 2001. Chapter 6, “Manolo.”

For Wednesday:* Gibbons, 2002. Chapter 7.
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| 12  |  | For Monday:* Valdés, 2001. Chapter 7, “Bernardo.”

For Wednesday:* **Reaction Paper #3: Your recommendations for schooling Manolo & Bernardo, due at 10:45 am in drop-box.**
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| 13  |  | For Monday:* Valdés, 2001. Chapter 8.

For Wednesday:* Prepare & bring 4 discussion questions on entire Valdés book.
* Prepare & bring 4 discussion questions on entire Gibbons book.
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| 14  |  | For Monday:* Lucas, T., Grinberg, J. (2008).

For Wednesday:* Reading TBA
 |
| 15  |  | In-class peer workshops on Final Projects |
| ***16***  | ***EXAM*** | ***Meet during assigned exam time to present Annotated Critical Lesson Plans*** |