University of Wisconsin-Whitewater

Curriculum Proposal Form #4A

# **Change in an Existing Course**

Type of Action (check all that apply)

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

Contact Hour Change and or Credit Change  Repeatability Change

Diversity Option  Other:

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 350/550

**Current Course Title**: Introduction to ESL and Bilingual-Bicultural Education

**Sponsor(s)**: Julie Minikel-Lacocque

**Department(s):** Curriculum & Instruction

**College(s):**

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

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)

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:***

CIGENRL 350/550 INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION

3 u

History, philosophy and rationale for bilingual/bicultural education. A study of different models of bilingual education programs as well as different types of bilinguals. Cultural, socioeconomic and psychological factors influencing learning in the bilingual child.

Unreq: SECNDED 350/550, ESL 350/550.

***TO:***

CIGENRL 350/550 INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION

3 u

History, philosophy and rationale for **ESL and** bilingual/bicultural education. A study of **the social, cultural, and psychological issues affecting learners for whom English is an additional language and who are considered “minorities” in the U.S.** ~~different models of bilingual education programs as well as different types of bilinguals.~~ ~~Cultural, socioeconomic and psychological factors influencing learning in the bilingual child.~~ **A focus on multicultural education as related to the teaching and learning of language minority students.**

**Prereq: English 101 and English 102, or English 161 and 162 or English 105.**

## Justification for action

Through a focus on critical theory (specifically, an understanding of and examination of power differentials in US society and US schools) the course does the following: 1) interrogates historical and current modes of “multicultural education,” including models to serve English Language Learners, 2) examines theory and pratices related to race and racism in schools, 3) requires students to complete assignments in the field related to the schooling of English Language Learners, and, 4) guides students to become aware of and formulate culturally and linguistically responsive teaching practices.

Specifically, the course addresses “American minorities” in the following ways:

1. *Understanding that American society has been and continues to be shaped by the interaction of diverse groups* by studying demographics nation-wide and specifically with regard to U.S. schools. The implications of a lack of intercultural competence and communication are studied specifically, and strategies and tools for effective intercultural communication are studied and practiced.
2. *Understanding or knowledge of cultures other than one’s own* by studying in-depth the experiences of students from other cultures upon entering U.S. schools. Cultural misunderstandings (based on cultural norms, both mainstream U.S. cultures as well as others) within schools are examined.
3. *Ability to reflect on one’s own perspectives and how these relate to others who we perceive as different from ourselves* by reading literature, participating in role playing and other experiential activities, as well as discussing various perspectives, backgrounds, and “funds of knowledge” of “others” as well as ourselves.
4. *Understanding of how group differences are expressed, including cultural practices as well as differences in power or access.* This is a central tenet of the course. The course has, at its core, the use of Critical Theory. Specifically, the notion of Critical Multiculturalism is introduced in week 5 (see Kubota article) and is used as a basis for the rest of the course. Power differentials, with specific regard to schooling and access to schooling and services, are a focus on the course. (We closely examine Delpit’s notion of the “Culture of Power” and apply it to the readings and activities in the course.
5. *Skill/facility/experience working with people who are different from oneself (for example: travel study, guest speakers, experiential learning).* This is addressed ina variety of ways, including those listed within items 1-4. Additionally, students in the course are exposed to a “shock language experience,” in which they must “survive” in a language learning experience as well as work with academic content in that language. Students also are required to visit a classroom (in a K-12 setting) which serves English Language Learners. During the visit, students interact with the students, the teacher, and other school personnel. And, guest speakers come to this course to discuss the experiences of students labeled “special ed.”

**Additional Requirements for graduate students**

Thee course tenets remain the same for graduate students, who are required to complete additional/ more in-depth course assignments.

Specifically:

1. Graduate students will explore content in greater depth by **a)** teaching a portion of the class more often than the undergraduate student, and meeting more stringent expectations than the undergraduate meets (e.g., providing a set of discussion questions based on higher-order thinking skills, and providing a detailed lesson plan for the lesson), and **b)** synthesizing more sources for the Position Paper, the Midterm Paper, and the final project. (These papers need to be longer than the undergraduate paper as well).
2. Graduate students will demonstrate greater intensity and rigor than expected from the undergraduate students by **a)** Completing a final project that focuses on 10 of the course topics instead of 5 (which will result in a much more in-depth and detailed final project). **b)** creating a lesson plan for the context s/he observed in the field for the midterm project. This lesson plan will supplement the already longer, more “in-depth” paper.
3. The supplemental project and requirements listed above will be self-directed in the choice of topics, literature reviewed, and, in the case of teaching a class meeting, the timing of the assignment.

This change will not affect our program assessment or budget. This is because this does not affect the existing amount of credits for this course, nor does it affect the amount of credits to degree for students.

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

**[PLEASE SEE ATTACHED NEW SYLLABUS AND FORMER SYLLABUS]**