Term Information

Effective Term: Summer 2013
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
To add recitations as an approved course component (this course will run as a combined section with EDUTL 5005, which also needs recitation sections; request already submitted). Also to add Juniors as an intended rank.

What is the rationale for the proposed change(s)?
Course content is intended to be delivered via lectures and small group discussions with the instructor and graduate assistants. Permitting recitations would allow T&L to present the course accurately in the Bulletin, to formalize GTA roles, and to schedule separate recitation rooms through SIS.

Juniors should be added since the B.S.Ed. advising sheet for Integrated Language Arts/English Education recommends taking EDUTL 5300 in the autumn of the third year.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
One class component (recitations) will be added to the existing list. Students will enroll in a recitation section to sign up for the course; they will automatically be enrolled in the lecture portion.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5300
Course Title: Issues in Language, Literacy, and Culture/Equity, and Diversity
Transcript Abbreviation: LLC & Diversity
Course Description: Introduces students to key issues of language, literacy, cultural diversity and equity underlying their fields of study. Requirement for students seeking licensure in AYA (7-12), and multi-age (FSLED, TESOL).

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture, Recitation
Previous Value: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: Prereq: Enrollment in Teaching and Learning B.S. Ed. or Master in Education program
Exclusions: Not open to students with credit for 800.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.1305
Subsidy Level: Masters Course
Intended Rank: Junior, Senior, Masters
Previous Value: Senior, Masters

Quarters to Semesters

Quarters to Semesters: Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses
List the current courses by number and title that are to be subsumed into proposed course: EduTL 800: Issues in Language, Literacy and Culture.

***CONVERSION NOTE: For degree audit purposes, students with credit for either EduTL 800.07, or 800.99 will receive credit for EduTL 5300.

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details
### Course goals or learning objectives/outcomes

- Display a broad view of what constitutes literacy, and understand that literacy is a complex, multiple, and socially situated phenomenon
- Grasp that culture, language, race, ethnicity, class, gender and sexuality affect people’s understandings of literacy, and that people’s understandings of literacy are an important aspect of their learning
- Understand the relationships between literacy, language, culture, and schooling
- Understand the role of privilege relative to culture, language, race, ethnicity, class, gender and sexuality and how this enables differential access to learning, schooling, and power in general
- Work collaboratively to learn about issues of language, literacy and culture and to support one another’s growth as teachers and learners
- Complete all course readings and write responses to share with peers; be prepared to openly and supportively discuss issues from the readings in class each week
- Engage in critical self-reflection regarding issues of literacy, language, culture, schooling, and privilege, and draw on these in writing analytic responses to course readings and prompts
- Develop unit plans that incorporate elements of critical literacy and social justice teaching, including a social action project, one that demonstrates a theoretically sound, culturally responsive understanding of issues of language and literacy
- Relative to English language arts, social studies, drama, and/or foreign/second language education

### Content Topic List

- Where does curriculum come from?
- Does context matter?
- What is culture?
- How is curriculum shaped by culture?
- What is literacy?
- How do our understandings of literacy shape what and how we teach?
- What does it mean to teach for social justice?
- How is this related to issues of privilege?
- What are dialects?
- How do dialects relate to discourses?
- Why are some dialects seen as “standard” or “better” than others?
- How do attitudes toward language and dialect variation affect learning & teaching?
- How do attitudes toward LGBTQ people affect learning and teaching?
- What role does language play in this?
- What role does literacy play?
- How do mindsets/attitudes towards language and literacy seem to shape the work that teachers do around LGBT-focused curriculum?
- How can teachers support LGBT students and their allies in schools?
- How are gender and sexuality dichotomized in schools?
- What are the consequences of this for all students?
- How can these dichotomies be disrupted?
- Do schools require covering?
- Do schools address “World Citizens?”
Previous Value

- Where does curriculum come from? Does context matter?
  What is culture?
  How is curriculum shaped by culture?
- What is literacy? How do our understandings of literacy shape what and how we teach?
  What does it mean to teach for social justice? How is this related to issues of privilege?
- What are dialects? How do dialects relate to discourses? Why are some dialects seen as “standard” or “better” than others?
  How do attitudes toward language and dialect variation affect learning & teaching?
- How do attitudes toward LGBTQ people affect learning and teaching? What role does language play in this? What role does literacy play?
- How do mindsets/attitudes towards language and literacy seem to shape the work that teachers do around LGBT-focused curriculum?
  How can teachers support LGBT students and their allies in schools?
- How are gender and sexuality dichotomized in schools? What are the consequences of this for all students? How can these dichotomies be disrupted?
  Do schools require covering?
  Do schools address “World Citizens?”

Attachments

Comments

- Approved by GSC 12/3/12. (by Mercerhill,Jessica Leigh on 12/03/2012 11:15 AM)

Workflow Information

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