Matching
New Course Request

Indiana University
South Bend Campus

Check Appropriate Boxes: Undergraduate credit [X] Graduate credit [ ] Professional credit [ ]

1. School/Division Education

2. Academic Subject Code EDUC

3. Course Number E400 (must be cleared with University Enrollment Services)

4. Instructor R. Lewis

5. Course Title Topical Explorations in Education

   Recommended Abbreviation (Optional) Topical Explorations in Edu

   (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall, 2002

7. Credit Hours: Fixed at 1 or Variable from _______ to _______

8. Is this course to be graded S-F (only)? Yes [X] No [ ]

9. Is variable title approval being requested? Yes [X] No [ ]

10. Course description (not to exceed 50 words) for Bulletin publication: Foundations of Education Content varies but always involves the investigation in-depth of significant topics in education. An interdisciplinary approach is taken.

11. Lecture Contact Hours: Fixed at _______ or Variable from 1 to 3

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _______ to _______

13. Estimated enrollment: 20 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling Once/semester. Will this course be required for majors? No

15. Justification for new course:

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 6-20-02

[Department Chairman/Division Director]

Approved by: [Signature] Date 6-19-02

[Dean]

Dean of Graduate School (when required) [Signature] Date [ ]

[Approved: Educational Council 12/1/02]

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Honors Seminar – Fall 2002

Focus Title ........................................................................................................................................... "Urban Classroom Multiple Ethnic Cultures."

Course Designation ................................................................................................................................. F 400

Academic Value ........................................................................................................................................ One credit hour

Meeting Day & Time ............................................................................................................................... Friday's 9:00 – 10:00 a.m.

Note ***** will not meet the Friday following Thanksgiving.

Text: ...................................................................................................................................................... selection pending

Grade:

Attendance ................................................................................................................................................. 25%
Critiques ....................................................................................................................................................... 25%
Paper ............................................................................................................................................................. 25%
Peer Assessment ........................................................................................................................................... 25%

Paper:

Due the day and hour of when a final exam would be a scheduled.

Honors Seminar at the other campuses in previous semesters:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Year</th>
<th>Semester</th>
<th>Title</th>
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<tbody>
<tr>
<td>Bloomington</td>
<td>2000</td>
<td>Fall</td>
<td>Preparing to Address the “Digital Divide”</td>
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<td></td>
<td>2000</td>
<td>Spring</td>
<td>Culturally Relevant Pedagogy</td>
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<td></td>
<td>2000</td>
<td>Fall</td>
<td>Implementing Multiple Intelligence Theory in Culturally Diverse</td>
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<td>Classrooms</td>
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<td>2000</td>
<td>Fall</td>
<td>Creating Positive School and Classroom Environments to</td>
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<td></td>
<td>Enhance Student Learning</td>
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<td>2001</td>
<td>Fall</td>
<td>Teacher Ethics and Professionalism in a Culturally Diverse Society</td>
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<tr>
<td>2001 Fall</td>
<td></td>
<td></td>
<td>Ethics and Professionalism in Teaching</td>
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<tr>
<td>2001 Spring</td>
<td></td>
<td></td>
<td>Exploration of Multiple Intelligence in Teaching and Learning</td>
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<tr>
<td>2001 Fall</td>
<td></td>
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<td>Classroom Climates that Affirm Equitable Student Learning</td>
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<tr>
<td>Northwest</td>
<td>2001</td>
<td>Fall</td>
<td>Multicultural Education: Teaching in a Pluralistic Society.</td>
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<td>2002</td>
<td>Spring</td>
<td>Teaching To Change The World</td>
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<td>Indianapolis</td>
<td>2002</td>
<td>Spring</td>
<td>Negotiating Self: Mediating Our Identity with Our Multiple Roles</td>
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<td>and Positions</td>
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</table>
Focus Title .......................................................... "Urban Classroom: Multiple Ethnic Cultures."
Course Designation ................................................ EDUA F400
Academic Value ..................................................... One credit hour
Meeting Day & Time .............................................. Friday's 9:00 – 10:00 a.m.
Meeting Location ................................................ Greenlawn 104

Course Facilitator ................................................... Robert I. Lewis, II – Bob
   Telephone Number (voice mail is available) ............... (574) 272-6592
   Facsimile Number ................................................. (574) 271-8678
   e-mail address ....................................................... SIWEL@Prodigy.net

Texts:
- How to Respond to Your Culturally Diverse Student Population by Sarah LaBrec Wyman

Course Description:

The Transformative Educational Achievement Model (Project TEAM) is designed to recruit students into teacher education programs and prepare them to be effective and efficient teachers in a multicultural urban environment. The project theme "Teaching for Social Justice" is a guiding concept for the seminar series; however, specific seminar topics change each semester and constitute one of the core elements of the project. The honors seminar is the heart of Project TEAM. Based on integrated pluralism, the seminar is designed to encourage student dialog and create a supportive academic community on campus. Seminar content underscores the importance of ethnic identity development and encourages preservice teachers to develop greater multicultural competence through an understanding of their own sense of ethnic identity, as well as an understanding of multiple cultural perspectives and the diversity of perspectives within any one ethnic group. The honors seminar seeks to develop empathy for a culturally and linguistically responsive oriented curricula and sensitivity to critical collaborative pedagogy, as well as providing instructional leadership opportunities.

Students must exhibit professionalism and meet expectations to remain in the project. Personalized profiles of academic strengths, skills, needs, and interests will be developed and updated each semester as part of the seminar requirements. Tutoring and study skill sessions, as well as personal counseling, will be developed on a peer-to-peer basis. Study sessions and workshops to prepare for the National Teachers Exam and the Pre Professional Skills test (PPST) will be conducted on a periodic and regular basis. TEAM members will also be encouraged to attend special lectures and events. Social events and cooperative learning strategies will be integrated into the academic program.

Mentoring skills in the areas of computer aided instruction, educational technology, mathematics, reading, and writing will be advocated and fostered through a peer mentoring process. Concerted efforts will be made to ensure linkages between TEAM members and IUSB.
units that provide these services on campus. Peer mentors will help determine appropriate matches between needs and services. TEAM members will also be encouraged to foster communities of learners by implementing cooperative group learning, interdisciplinary curriculum development teams, communication through electronic mail, and group study trips and action research projects. TEAM members will also monitor their personal progress and develop teaching portfolios to document their accomplishments.

TEAM emphasizes reflective and culturally relevant teaching. For the purposes of this project, reflection is defined as thoughtful decision-making that strives to enhance the personal development and academic performance of virtually all students. This reflection is a spiral, ongoing dialogical process that involves four interactive dimensions:
1) Introspection leading to knowledge of one’s assumptions, values, and beliefs;
2) Consideration of alternatives during the planning and interactive phases of teaching;
3) Effectiveness assessments of alternatives in terms of personal and program goals and values; and
4) Confirmation or revision of beliefs about teaching and/or best classroom practices. Culturally relevant teaching involves a) linking schools to homes and students' background; b) building upon the knowledge children bring to school; and c) creating an intellectually challenging context where students are introduced into a broader world while respecting the one from which they come. Study sessions and workshops to prepare for the National Teachers Exam and the Pre Professional Skills Test (PPST) will be conducted on periodic and regular basis.

Scheduled Classes:
Aug 30 Orientation Session
Sep 06 Chp 3: Cultural Values in Learning and Education (Williams, pp. 37-55)
Sep 13 Chp 7: Teacher Engagement and Real Reform in Urban Schools (ibid., 120-47)
Sep 20 Chp 1: The Case for Multicultural Education (Wyman, pp. 1-11)
   Chp 5: Staffing (ibid., pp. 36-41)
   Chp 6: Special Encouragement (ibid., pp. 42-44)
Sep 27 Chp 1: The Nature of the Achievement Gap: The Call for a Vision to Guide change (Williams, pp. 1-9)
Oct 04 Chp 2: Curriculum (Wyman, pp. 12-18)
Oct 11 Chp 3: Instruction (ibid., pp. 19-27)
Oct 18 Chp 4: School Policies (ibid., pp. 28-35)
Oct 25 Chp 2: Bridging the Achievement Gap in Urban Schools: Reducing Educational Segregation and Advancing Resilience-Promoting Strategies (Williams, pp. 10-36)
Nov 01 Chp 4: Educating Teachers to Close the Achievement Gap: Issues of Pedagogy, Knowledge, and Teacher Preparation (ibid., pp. 56-76)
Nov 08 Chp 5: Closing the Achievement Gap: Opportunity to Learn, Standards, and Assessment (ibid., pp. 77-95)
Nov 15 Chp 6: Fostering Resiliency in Urban Schools (ibid., pp. 96-119)
Nov 22 Chp 8: A Social Vision for Urban Education: Focused, Comprehensive, and Integrated Change (ibid., pp. 148-60)
Nov 29 Thanksgiving Recess
Dec 06 Where we've been! Where we are! And Where we are going?
Grade: Pass/Fail – where a pass is based on earning 70 or more points and a minimum of at least ten (10) points in each grading area listed below.

<table>
<thead>
<tr>
<th>Grading Area</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>Class Discussion Leader/Critique</td>
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<td>Paper</td>
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<td>Peer Assessment</td>
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<tr>
<td>Web Page</td>
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Grade Criteria, Derivation, and Methodology:

Attendance – Perfect attendance yields 20 points. One absence, deduct one point. Second absence, deduct two points for a cumulative deduction of three (3) points. Third absence, deduct three points for a cumulative deduction of six (6) points. Etc.

Class Discussion Leader/Critique – Each TEAM member is responsible for facilitating and leading at least one class discussion session. The individual will inform the class coordinator at least two weeks in advance of the class meeting which they intend to facilitate. Additional resources (e.g., web sites, professional & research articles germane to the discussion, demonstrations, power point presentations, etc.) introduced by the TEAM member will yield a higher score.

Paper: – The title and the topic which the seminar paper must address is “The Impact of Culture and Demographics in an Urban Classroom!” The writer may take any position (i.e., attack, describe, defend, explain, expand, etc.) with respect to the topic; however, citations, data, evidence, references and documentary evidence must be presented to support the writer’s position. Papers are due no later than the day and hour of the scheduled final exam. The paper must be a minimum of four and should not exceed six typed (11 or 12 pitch) double spaced narrative pages. The bibliography, charts, graphs, and references will not be counted as part of a narrative page.

Peer assessment – Each cohort member must provide a concise one page assessment critique of each cohort members contribution to the cohort and the seminar. The assessment must address:
1) their peer’s leadership and critique of the class meeting or session they lead;
2) their peer’s contribution to the cohort by serving as a resource person, a study group leader, mentor, etc.; and
3) an assessment of the skills their individual peers bring to the teaching profession and any weaknesses which they feel the individual peer needs to strengthen or improve to be an effective teacher in an urban classroom environment.

Web Page – Each cohort member will be responsible for developing a personal resume page for the Project TEAM web site which reflects the individuals 1) Name, 2) Educational Background, 3) campus e-mail address, 4) Major/Minor and Grade Level, 5) Co-Curricular Activities, 6) Teaching Philosophy, 7) Teaching Experience, 8) Experience Working with Children, 9) Other Employment Experience, 10) Community Service activities, and 11) Honors/Awards.