June 20, 2001

MEMORANDUM

TO: Dr. Michael T. Nietzel, Dean
The Graduate School

FROM: Roy L. Moore
Associate Dean for Graduate Studies
College of Communications and Information Studies

SUBJECT: Two Proposed New Courses for the Graduate Program in Communication

Attached please find proposals for two new courses in the Graduate Program in Communication – CJT 685 ("Seminar in Preparing Future Faculty for the Multicultural Classroom") and CJT 686 ("Practicum in Preparing Future Faculty"). Both one-hour courses were unanimously approved by the Graduate Faculty in Communication in April 2001 and by the Faculty Council of the College of Communications and Information Studies this month. Both courses also have the approval of Dean J. David Johnson. These courses are part of our efforts on the Preparing Future Faculty Project funded by the National Communication Association. If the courses are approved by the Graduate Council and the Senate Council, we hope to offer them for the first time in the Spring 2002 semester.

If you have any questions about the proposal, please let me know. Thank you for your consideration of this request.
APPLICATION FOR NEW COURSE

1. Submitted by College of Communications & Information Studies Date 4/20/01

Department/Division offering course Graduate Program in Communication

2. Proposed designation and Bulletin description of this course

a. Prefix and Number CJT 685 b. Title* Seminar: Preparing Future Faculty for the Multicultural Classroom
   *NOTE: If the title is longer than 24 characters (including spaces), write A sensible title (not exceeding 24 characters) for use on transcripts

c. Lecture/Discussion hours per week 2 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 1

g. Course description

This course is to prepare future communication faculty for facilitating and dealing with diverse student learning in an increasingly multicultural classroom context

h. Prerequisites (if any)

Recommend CJT 684 or GS 650

i. May be repeated to a maximum of NA (if applicable)

4. To be cross-listed as NA

Prefix and Number Signature, Chairman, cross-listing department

5. Effective Date Spring 2002 (semester and year)

6. Course to be offered

☐ Fall ☑ Spring ☐ Summer

7. Will the course be offered each year? (Explain if not annually)

☑ Yes ☐ No

8. Why is this course needed?

Students facing such a broad range of potential student differences and needs must have preparation to understand the diversity and develop strategies for dealing with them.

9. a. By whom will the course be taught?

b. Are facilities for teaching the course now available? ☑ Yes ☐ No

If not, what plans have been made for providing them?
10. What enrollment may be reasonably anticipated?  6-10  

11. Will this course serve students in the Department primarily?  
Will it be of service to a significant number of students outside the Department? If so, explain.  
☑ Yes  ☐ No  ☐ Yes  ☑ No  

Will the course serve as a University Studies Program course?  
If yes, under what Area?  
☐ Yes  ☑ No  

12. Check the category most applicable to this course  
☐ traditional; offered in corresponding departments elsewhere;  
☑ relatively new, now being widely established  
☐ not yet to be found in many (or any) other universities  

13. Is this course part of a proposed new program:  
If yes, which?  
☐ Yes  ☑ No  

14. Will adding this course change the degree requirements in one or more programs?*  
If yes, explain the change(s) below  
☐ Yes  ☑ No  

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.  

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  

17. Within the Department, who should be contacted for further information about the proposed course?  
Name  Dr. Roy Moore  Phone Extension  257-7805  

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

[Signatures]

Department Chair

Dean of the College

Date of Notice to the Faculty

[Date]

Date

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

Date of Notice to University Senate

[Date]

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL
CJT 685
Seminar in Preparing Future Faculty for the Multicultural Communication Classroom

On: this course is to prepare future communication faculty for facilitating and dealing with
ning in an increasingly multicultural classroom context.

xamine the dynamics of multicultural teaching and learning and appropriate theoretical
ess several significant student differences, and focus on strategies for teaching sensitive
will complete readings on each of these major topics and prepare a major written project
icular student difference and how to deal with it effectively in a particular classroom and

se was developed as part of the Preparing Future Faculty initiatives and funded initially by
ational Communication Association. It attempts to build on PFF initiatives on our campus
the grant, allows efforts to be specifically dedicated to the communication discipline.
clude not only printed and electronic sources but access to sister institutions and their
cluded in the NCA PFF grant: Coventry University (United Kingdom), University for
ca) as well as those in the state of Kentucky (Georgetown College, Lexington Community
State University and the University of Kentucky). Other nearby institutions may also
pects of the course.

erials:
ed readings will be available in the Communications Reading Room or linked to online

rocedures
sion will meet for the scheduled two-hour time slot and obviously you will be expected to
plicate actively in each. Many of our class meetings will take advantage of the variety of
able to us both here on the University of Kentucky campus as well as from our sister
bringing in experts in the topic for the day who will participate in a panel presentation
questions from the class.
one session are we likely to complete the discussion but we hope each session to provide you
as, resources, and teaching strategies so you can follow up on your own and begin to develop
teaching these topics.
Tentative Class Schedule

Week #1 – Introduction
Dealing with definitions of the communication context:
- multicultural
- cross-cultural
- co-cultural and
- international
Why are the distinctions important? Should we use another term – e.g., diversity?
How can we begin to understand, respect, and teach differences when we may not have experienced them?

Week #2 – Dynamics of multicultural teaching and learning: Creating a Climate of Openness and Inclusion
Privilege and Prejudice — general inequities
Introduce concept of both formal and informal policies ‘institutionalize’ prejudice
Dealing with our own ethnocentricism

Readings:
Frederick “Walking on Eggs”
Gardner “reframing multiple intelligences”

Week #3: Dynamics of multicultural teaching and learning: Expectations and teaching/learning styles
Students – know who they are (domestic, international, etc.)
Instructor – know yourself
Teaching/Learning Styles – understand various frameworks for viewing teaching and learning

Readings:
Dwyer
Grasha
Kolb
Perry

Week #4 Dynamics of multicultural teaching and learning: Content and methods
Course Content – what we teach
Curriculum of inclusion & representation of diverse perspectives
Teaching Methods – how we teach
Repertoire of teaching methods & multiple learning/teaching styles
Fishbowls vs. debates
Mind-mapping
Importance of taking a systems approach to teaching and learning
Discuss changing demographics of the university classroom and that these vary from campus to campus as well as from discipline to discipline
Impact of learning styles on expectations
[Panel: Include someone from TESL (teaching English as second language) program]

Readings:
Chism
Cumber & Braithwaite
Week # 5 – Differences in age, student status, and academic experiences
Traditional/Non-traditional students
   Donovan scholars (students who are 65 or older)
Part- & Full-time status
Mandatory placement in classes
Socialization into the college/university
Where will teacher focus teaching in terms of student preparation?
[Panel: Representatives from LCC, Georgetown, and Midway as well as UK Registrar; perhaps someone from UK 101 orientation course; Advising Center, and/or LCC Developmental services]

Readings:
Lucas, Chapter 3
Others TBA by panel members

Week # 6 – Differences in Socio-Economic Class
Dealing with language attitudes and impressions both on oral and written communication
[Panel: Jane Stephenson or rep from Berea College women’s program]

Readings:
Crag, selected excerpts
Andersen & Collins

Week # 7 – Differences in Area of Origin and Subcultures
International students
High/Low Context Cultures
Urban/Rural distinctions
Appalachian students
Religion
Bonaventure House
[Panel to include International Office person and international student – both from UK & LCC; Appalachian Center, Fred Fitch, and Jane Stephenson from Berea]

Readings:
TBA by panel members
Adelman & Frey

Week # 8 – Differences in Gender
Inter-gender issues in the classroom
Power in the classroom related to gender
   Interruptions
   Talk time
   Appropriateness
Gender issues vary across cultures/nations (not only U.S./Western perspective)
Sexual harassment issues
Use of alternative media by women

Readings:
Wall, C. [Conclusions from dissertation]
Friedrich & Ragan
Kreps Sexual harassment in the communication discipline
Andreger
Week # 9 – **Differences in Race and Ethnicity**

- African American
- Hispanic
- Native American
- Asian American
- Caucasian

[Panel: Lauretta Byars, Gerald Smith]

**Readings:**
- Wieder & Pratt
- Web sites

Week # 10 (continued)

Concern that person becomes spokesperson for all of same race/ethnicity

[Use “A Tale of O” videotape to focus discussion]

**Readings:**
- $100 Misunderstanding

Week # 11 – **Institutionalized Racism/Prejudice**

- Policies that disadvantage any group
- Stereotypes and expectations that affect the classroom
- Legal issues and ramifications
- Impact of course texts and materials

[Panel: Roy Moore, and other UK administrators]

**Readings:**
- Lucas, Chapters 1 & 6
- Others TBA from panel

Week # 12 – **Differences in Ability/Disability**

- Services and opportunities
- Invisible/Visible disabilities
- Legal issues
- Ramifications for the classroom, course syllabi, and course materials

[Panel: LCC’s and UK’s Disability Officers]

**Readings:**
- Braithwaite
- Braithwaite & Labrecque “Responding to the Americans with Disabilities Act”
- Hart & Williams “Able-bodied instructors and students with physical disabilities”

Week # 13 – **Differences in Sexual Orientations and Sexuality**

- Use of language and examples/illustrations in the classroom

[Panel: Jeff Jones, and others TBA]

**Readings:**
- Selections from Jeff Jones and other panel members
- Olson & Edson
Week # 14 – Use of technologies in multicultural instruction

Readings:
Lane & Shelton

Week # 15 – Summary – bringing it all together
(and preparing for future, yet unknown, differences)
PFF Resources

WEB-LINKS | BOOKS | ARTICLES | CD ROMS | INTERCULTURAL RESOURCES IN FILM

About PFF

Syllabus

+ Preparing Future Faculty Home Page
  ► http://www.preparing-faculty.org

Experiences

+ Teaching and Learning Center - University of Kentucky
  ► http://www.uky.edu/TLC
  ► http://www.uky.edu/TLC/grad_students/pff.html (seminars and other information)

Partner Universities

PFF Resources

WEB LINKS

+ An interactive resource hub for higher education Developed by the Association of American Colleges and Universities and the University of Maryland
  ► http://www.diversityweb.org/
  ► http://www.inform.umd.edu/diversityweb/Leadersguide/ (resources)
  ► http://cgi.umd.edu/ HyperNews/get/forums/general.html (forum)

+ V.A.M.P. (Virtual Alternative Media Project). A rich collection of links
  ► http://www.uky.edu/Libraries/vamp.html

+ Global Eco-Communications Mother Page. WWW Resources for use in CJT 780 and COM 319 (Prof. Ramona R. Rush)
  ► http://www.uky.edu/Libraries/gmp.html

+ The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature
  ► http://www.accesseric.org/

+ Online publications and resources from Northwest Regional Educational Laboratory
  ► http://www.nwrel.org/cnorse/booklets

+ Web-site of the University of Peace in Costa Rica
  ► http://www.upeace.org/about.htm

+ American Studies Crossroads Projects
  ► http://www.georgetown.edu/crossroads
  ► http://www.georgetown.edu/crossroads/asw/ (resources)
+ Resources related to diversity in the workplace
  ▶️ http://www.experience.com/diversity/

+ Cross-cultural services
  ▶️ http://www.webofculture.com/
  ▶️ http://www.webofculture.com/ref/index.html (articles)

+ NativeWeb Home Page (Indigenous People)
  ▶️ http://www.nativeweb.org/
  ▶️ http://www.nativeweb.org/resources/ (resources)

+ Multicultural Pavilion. Resources and Dialogues for Educators, Students, and Activists
  ▶️ http://curry.edschool.virginia.edu:80/go/multicultural/home.html

+ Educationplanet.com (resources)
  ▶️ http://www.educationplanet.com

+ American Association of Law Libraries
  ▶️ http://www.aallnet.org
  ▶️ http://www.aallnet.org/committee/diverse/diversity.htm (resources)

+ Bibliography on Cross-Cultural Communication
  ▶️ http://tech1.dccs.upenn.edu/~haroldfs/bibliogs/CROSCULT.HTM

+ Insight Multicultural Communication Inc. Documentary Video
  ▶️ http://insightmulticultural.com/index.html

+ English Teaching Forum online. The Forum is a quarterly journal for teachers of English as a foreign or second language
  ▶️ http://e.useia.gov/forum/

+ The Internet in Cross-Cultural Education. A Case Study of Canadian and Chinese Collaboration
  ▶️ http://ai.iit.nrc.ca/I/CI/public/CrossCultural/

+ Multicultural/Multilingual Bibliography (with short descriptions)
  ▶️ http://www.epcc.edu/Community/NMIP/05-General-Multicultural-Resources.htm

+ Tiny Giant Magazine/The Students Commission (TG/SC) is a diverse, global-minded organization that is run by youth for youth across Canada. We strive to create opportunities for empowerment through innovative and educational processes and products
  ▶️ http://www.tgmag.ca/index_e.htm

+ Cultural Differences (rich list of multimedia-resources)
  ▶️ http://user.gru.net/richardx/cculture.html

+ PFF Home Page, Department of Chemistry and Biochemistry

http://www.uky.edu/CommInfoStudies/GRAD/PFF/resources.htm

2/28/01
BOOKS

Available in Davidis Office (#236)


ARTICLES

Available in Davidis Office (#236)


LaPidus, J. B. (1998). If we want things to stay as they are, things will have to change. *New Directions For Higher Education, 101*, 95-102.

Office of International Affairs (19??). Toward international understanding. University of Kentucky. (A collection of experiences of foreign students at UK and UK students abroad).


Resources

Books


Articles/Chapters


**Web sites:**

http://www.cyg.net/~jblackmo/diglib/styl.html
This website contains information about adult learning styles including Kolb and Gardner along with other ideas about using learning styles in pedagogy.

http://www.cs.buffalo.edu/~rapaort/perry.positions.html
This is a website that outlines Perry's "9 positions" that students move through. It's not very comprehensive but provides some basic guidelines on his theory and links to other sites.