WHY CONTENT?

Content-Based Instruction (CBI)

WHY US HISTORY?

- Many universities require an American History course. At UTK, it is required for all UTK undergraduate international students, yet many of these students often lack essential background knowledge to succeed.
- Understanding US History can help students understand contemporary issues in American society, including issues that may affect them (e.g. immigration).
- Understanding US History can help students better understand American culture and cultural references they are exposed to in other classes or in mass media.

COURSE TOPICS

- Basic Rights in the US
- Contemporary Issues: free speech, “fake news”, gun control, protests
- Historical Connections: US Constitution, Three Branches of Government
- Immigration
- Contemporary Issues: restrictions, border wall
- Historical Issues: natives and colonists, early waves of immigration, Emma Lazarus, Chinese Exclusion Act
- Race
- Contemporary Issues: Black Lives Matter, historical roots
- Historical Connections: Declaration of Independence, slavery, Civil War, Jim Crow, the Civil Rights era
- Other Topics (Note: These often change based on current events.)
  - Nationalism, War, Religion, Cultural Revolution

COURSE DESIGN

- Thematic Content-Based Instruction Model
- ELI US History 108: Upper level cohort in coordinate readings/Writing 108 (10 hrs/week) and Listening/Speaking 108 (10 hrs/week) courses, for 8 weeks (1 term).
- Rather than a linear history course tracing events through time, this course was designed around contemporary issues in order to anchor and explore those issues’ historical roots.
- The goal of this course was to give students basic background knowledge of American history while building their academic listening, speaking, reading, writing, and study skills.

READING/WRITING

- Materials
  - “Turning Points in American History” (lecture series), Newsela (levelled primary sources and news articles), VOA “Making of a Nation” (readings), US History textbook, various news articles

LISTENING/SPEAKING

- Materials
  - “Turning Points in American History” (lecture series), Newsela (levelled primary sources and news articles), VOA “Making of a Nation” (readings), “In Search of General Tso” (documentary), various YouTube videos

CBI in an IEP

- CBI likely already complements any IEP’s advanced curriculum – it provides an authentic and academic context in which to practice advanced language and academic skills. Therefore, it only requires careful selection of resources and creative ways to exploit them.
- Tip 1: Use The Great Courses as a main source of material (spoken and written) and to give the college lecture experience. Supplement with Newsela, YouTube, and other sources.
- Tip 2: Choose topics that can be connected to contemporary issues or student interests.
- Tip 3: Provided localized opportunities to explore content (e.g. learning about East Tennessee History, Knoxville’s role in WWII, etc.)
- Tip 4: Choose a subject that will benefit students now and in the future in terms of content, language, tasks, critical thinking skills, projects, or experiences.

“This we must remember that language is learned, not because we want to talk or read about language, but because we want to talk and read and write about the world.” Cambden (1977)

Download the HANDOUT

- Read more details and examples for each section of the Poetey
- Explore additional resources
- Learn about our 108 Geography and 108 Greek Mythology Courses

tiny.utk.edu/cbi