**CIGENRL 350/550**

**Introduction to ESL/ EAL and**

**Bilingual-Bicultural Education**

**Monday & Wednesday, 9:30-10:45**

**Winther Hall, Room 2010**

**Syllabus: Fall 2013**

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Department of Curriculum & Instruction Office Hours: M & W, 1:30-3:30 pm

Winther Hall, 3039 & Happily by appointment

**Course Description**

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. A focus on multicultural education as related to the teaching and learning of language minority students.

**Detailed Course Information**

This introductory course examines the history, philosophy, and rationale for ESL and Bilingual education in the US, with a focus on school-aged Emergent Bilinguals who are also considered “minorities” in the U.S. The course will address social, cultural, and educational issues related to learners for whom English is an additional language. These issues include (but are not limited to): multicultural education; politics of language education and policy in the US; race, racism, and discrimination in schooling; design and implementation of bilingual and English as a Second Language (ESL) programs; theories of second language acquisition; pedagogy and methods for teaching ESL; the social context of schooling and learning in the US; the role and meaning of culture; family involvement; special education and ESOL; and social, cultural, and psychological factors that affect language learning and academic performance of English Learners/ Emergent Bilinguals/ Bilingual Learners.

**Course Objectives**

Students who successfully engage with and complete this course will be able to:

* Understand the historical and political contexts for ESOL and bilingual education in the U.S.
* Explain state and federal policies and legislation related to ESOL and bilingual education
* Engage with (and critique) theories and practices of “multicultural education”
* Identify and define features of effective language teaching in multilingual, multicultural contexts
* Incorporate culturally and linguistically responsive teaching practices

**Expectations (Students and Professor)**

* Engagement
  + Students will: read all readings carefully, come to class prepared, respectfully engage in discussion and challenge us, do your best work always, turn in work on time, push yourself to learn
  + Professor will: come to class prepared, respectfully encourage students to challenge themselves, learn from students and their experiences, strive to help create a safe, engaging learning environment
* Respect
  + Students will: come to class, (& communicate with professor if you are absolutely unable to), respect others’ ideas and learning paths, refrain from cell-phone and computer use in class.
  + Professor will: honor various learning paths, recognize that we all have much to learn from each other, communicate regularly with students and respond to their out-of-class inquiries

**Communication**

Students and Professor must regularly check and use their UWW email accounts. Outside of class, this is the primary mode of communication. I have regular in-person office hours (noted above), and I am happy to set up appointments outside of that time and/or communicate via email. (*My office phone is not a good way to get a hold of me*). Feel free to contact me with any questions you might have.

**Absence Policy**

You must come to class. I plan class around you, the students. Your fellow students also plan on your being in class. My goal is that we form a learning community; and in order to do this, we all need to be consistently present. When life *prohibits* you from coming to class, you must notify me and turn in make-up work. (The nature of the make-up work will depend on what you missed). While it is possible to miss up to two classes without your grade being significantly affected, this depends on the circumstances. *Anything more than two absences will cause your grade to be significantly lowered*.

**Plagiarism & Academic Misconduct**

Plagiarism, the act of intentionally using the work of another writer without citation, intending the reader to believe that it is your own work, is a serious violation of academic conduct. Engaging in plagiarism will result in your failing the assignment, the course, or getting expelled from the University. See Chapter 14 of the student handbook for more information:http://www.uww.edu/handbook/student/system\_1403.html

**Other “Rules”**

I prefer to treat you as adults, and expect the same in return. Common-sense “rules” apply. You are about to be (or are) teachers—act in a way you would expect and want your own students and colleagues to act. Because this is a syllabus, however, and because we are all at various stages of our college careers, I will include some common-sense notes. *Late work*: Assignments are due at the beginning of the class on the due dates noted in the syllabus. Please contact me if significant circumstances arise and you cannot turn in the work on time. Late work (unless there is a substantial issue) will be graded accordingly. *Incompletes* are reserved for students who have been doing passing work until near the end of the term, and because of illness or emergency, cannot complete the course.

**Course Materials**

Required Text:

Ovando, C.J. & Combs, M.C. 2012. *Bilingual and ESL classrooms: Teaching in multicultural contexts*. (5th ed.) McGraw-Hill.

*This text is available for rent at the UWW Bookstore, and available for purchase at various online booksellers.*

Other Required Readings:

Various journal articles and book chapters will be assigned throughout the course, and can be found in e-reserves.

**Course Assignments** (detailed assignment descriptions and grading rubrics provided separately)

15% Class Participation (*Attendance & Debate Participation are part of this*)

10% Quizzes (1-3)

10% Discussion/Class Leader (in pairs)

10% Reaction Papers (1-2)

15% Position Paper on ESL vs. BE

15% Midterm Paper: Written Site Visit Report

25% Final Project: Visual and Presentation (In pairs)

*All papers should follow APA style.*

**Extra Credit Opportunities**

* Find the *most recent* journal article OR an in-depth article (i.e., more than a few paragraphs) in the popular news media on a given topic on the syllabus. Read and prepare a presentation on it, and copy it for everyone. Check article with me first, and schedule your presentation with me at least one week ahead of time. This presentation is unrelated to when you lead class. (In rare cases, you may find a “news show” on a relevant topic that can be used for this—you would need to be able to play the video for the class, conduct a presentation, and lead a discussion on the topic. This also needs to be cleared with me.) *You will need to let me know at least two weeks ahead of time that you would like to schedule class-time for this.*
* If possible, lead class more than once. The second time you do this will count as extra credit.

**For Graduate Students**

1. To earn graduate credit, all work in and out of class must be of graduate-level quality. 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.

**COURSE SCHEDULE**

**CIGENRL 350/550**

**Spring 2013**

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| **Week** | **Date** | **Weekly Topics** | **Readings & Assignments** |
| 1 | Jan. 21  Jan 23 | MLK DAY  (NO CLASS)  **Introductions:**   * Ourselves * The Course * The Field | *(Readings and assignments are listed on the day/ week they are due. Reminders for quizzes and papers are included, however, and are marked with an asterisk\* and are in* ***bold****).*   * In class: García, O. 2009. Emergent bilinguals and TESOL: What’s in a name? *TESOL Quarterly, 43*(2), pp. 322-326. * **\*Quiz Next Week, Jan 30**: Terms/ Acronyms & Significance |
| 2 | Jan 28  &  Jan 30 | **Diversity & TESOL:** Who Are the Students? | * Ovando & Combs: Chapter 1, *Students* (pp 7-35 only) * Institute for Language and Education Policy. 2009. “Fact Sheet: Who are ELLs?” * Capps, et. al. “The New Demography of America’s Schools.” The Urban Institute. Demographics for Immigrants * Garcia, et. al. 2008. “From English Language Learners to Emergent Bilinguals.” Equity Matters, Research Review No. 1. * **Quiz 1: Wednesday, Jan 30** |
| 3 | Feb 4  &    Feb 6 | **Context:** History, Politics, & The Law | * Ovando & Combs: Chapter 2, *Policy and Programs* * Pavlenko, A. 2002. “We Have Room for But One Language Here.” *Multilingua 21* (pp. 163-196). * Ovando, C. 2003. “Bilingual Education in the United States.” *Bilingual Research Journal 27*(1). (pp. 1- 24). * Crawford, J. 2008. “FAQ: Official English.” *Institute for Language and Education Policy.* * <http://dpi.wi.gov/ell/legalrequirements.html> |
| 4 | Feb 11    &  Feb 13 | **Program Models** | * Ovando & Combs: Chapter 1, *Students* (pp. 35- 45) * Schmid, C. 2001. Educational Achievement, Language-Minority Students, and the New Second Generation. *Sociology of Education Extra Issue* (pp. 71-87). * Review: Garcia, et. al. 2008. “From English Language Learners to Emergent Bilinguals.” Equity Matters, Research Review No. 1. * **In-class debate on BE vs. ESL: Wednesday, Feb 13** * **\*Position Paper due Tuesday, February 19th** |

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| 5 | Feb 18  &  Feb 20 | **Multiculturalism:**  **A Critical Critique**  *Ted Talks Video* | * **Turn in Position Paper Tuesday, February 19th by 12:00 pm** * Kubota, R. (2004). Critical multiculturalism and second language education. In B. Norton & k. Toohey (Eds.). *Critical pedagogies and language learning* (pp. 30-52). Cambridge University Press. * Delpit, L. 1995. Skills and other dilemmas of a progressive Black educator & The Silenced Dialogue. In *Other Peoples’ Children: Cultural Conflict in the Classroom*, pp. 11-47 * **Reaction Paper #1: Single Stories, due Monday Feb 25** |
| 6 | Feb 25  &  Feb 27 | **Language Learning: Psychological and Sociocultural Factors** | * **Reaction Paper #1: Single Stories, due Monday Feb 25** * Hawkins, M.R. 2009. Sociocultural Approaches to Language Teaching and Learning. In Leung & Creese, Eds. *English as an Additional Language: Approaches to Teaching Linguistic Minority Students.* Thousand Oaks, CA: Sage Publications. (pp. 97-107). * Gitlin, A. & Buendía, E., et. al. 2003. The Production of Margin and Center: Welcoming-Unwelcoming of Immigrant Students. *American Educational Research Journal, Vol. 40*(1), pp. 91-122 * **\*School Climate Site Visits AFTER Feb 27, BEFORE March 11.** |
| 7 | Mar. 4  &  Mar. 6 | **Language Learning & Theory** | * Ovando & Combs: Chapter 4, *Language* * Cummins, J. 2008. BICS and CALP: Empirical and Theoretical Status of the Distinction. In Street, B. & Hornberger, N. H. (Eds.). (2008). *Encyclopedia of Language and Education, 2nd Edition, Volume 2: Literacy* (pp. 71-83). New York: Springer Science + Business Media LLC. |
| 8 | Mar. 11  &  Mar. 13 | *In class Mar. 11: Oral Site Visit Reports & Discussion*  *No Class Mar 13* | * *No readings for March 11. Instead, complete your site visits and prepare your notes for your in-class Oral Site Visit Report on March 11.* * *No class on March 13. This is “make-up time” for your site visits. Use this time to work on your Midterm Papers.* * **\*Written Site Visit Reports on School Climate (Midterm Paper) due Monday, March 18** * **\*Quiz #2 (SLA Terms) Next Week Wednesday, March 20** |

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| 9 | Mar.18  &  Mar. 20 | **Language Structure, Use, & Grammar** | * **MIDTERM PAPERS DUE Mon, March 18** * McLaughlin, B. 1992. Myths And Misconceptions About Second Language Learning: What Every Teacher Needs To Unlearn. *National Center For Research On Cultural Diversity And Second Language Learning, Educational Report 5.* * Goldenberg, C. 2008. Teaching English Language Learners. *American Educator*, pp. 8-44. * **Quiz 2: “Second” Language Acquisition Terms, Wed, March 20** |
| \*\* | *March 25-March 29* | \*\*SPRING  BREAK \*\* |  |
| 10 | April 1  &  April 3 | **Language Development in Classrooms**  *In class: “Empathy 101”* | * Ovando & Combs: Chapter 3, *Teaching* * Lucas, T., Grinberg, J. (2008). Responding to the linguistic reality of mainstream classrooms: Preparing all teachers to teach English language learners. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre (Eds.) *The third edition of the Handbook on research on teacher education: Enduring questions in changing contexts.* New York: Routledge. * **\*Reaction Paper #2 :“Empathy 101,” due Monday, April 8.** |
| 11 | April 8  &  April 10 | **Content Area Instruction** | * **Reaction Paper #2: “Empathy 101,” Due Monday, April 8**      * Becker: Chapter 2 * CHOSE ONE:  1. Ovando & Combs: Chap 6, *Math & Science* 2. Ovando & Combs: Chap 7, *Social Studies* |
| 12 | April 15  &  April 17 | **Assessment** | * Ovando & Combs: Chapter 8, *Assessment* * Access for ELLs: Sample of Access Test * Faltis, C., Coulter, C. 2008. Assessment with Adolescent English Learners. In *Teaching English Learners and Immigrant Students in Secondary Schools*. Pearson. (pp. 144-165) |

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| 13 | April 22  &  24 | **Cultural Perspectives on Language and Literacy** | * Ovando & Combs: Chapter 5, *Culture* * Scollon, R. & Scollon, S. (1981). Athabaskan-English Interethnic Communication. In Narrative, literacy, and face in interethnic communication. * **\*Reaction Paper #3 due Monday, April 29th.** |
| 14 | April 29  &  May 1 | **Special Education and Emergent Bilinguals**  *Guest Speakers in class* | * **Reaction Paper #3 due Monday, April 29h.** * Ovando & Combs: Chapter 9, *Bilingual Special Education* * Richard A. Figueroa and Patricia Newsome. 2006. The Diagnosis of LD in English Learners: Is It Nondiscriminatory? *Journal Of Learning Disabilities* (39) 3, 206-214. * Skibba, et al. 2008. Achieving Equity in Special Education: History, Status, and Current Challenges. *Exceptional Children,* 74(3), 264-288. |
| 15  Last wk. of classes | May 6  &  May 8 | **Family & Community: Outreach and Involvement** | * Becker: Chapter 7, *Involving Parents* (pp. 168-182) * Hawkins, M. & Graue, E. 2008. Working with linguistically and culturally  diverse families.  In Good, T. (Ed.). *21st century education: A  reference handbook, Volume 2*. |
| 16  Exam Wk. | ***May 13-17*** | **Final Project Presentations** | We will meet during our assigned final exam period for final presentations and a celebration. |

Other Great Reads We Probably Won’t Have Time For:

* Lee, S. (2001). More than “model minorities” or “delinquents”: A look at Hmong American high school students. *Harvard Educational Review*.
* Hawkins, M.R. (2005). ESL in elementary education. In *The Handbook of Research in Second Language Learning and Teaching. (Chapter 2)*
* Rubinstein-Ávila, E. (2003). Facing Reality: English Language Learners in Middle School Classes. *English Education, 35*(2), pp. 122-136.
* Crawford, J. (2004). No child left untested. In Educating English Learners. Bilingual Educational Services. (pp.- 336-361).
* Heath, S.B. (1982). What no bedtime story means: Narrative skills at home and school. In Language socialization across cultures.
* Ovando & Combs: Chapter 10, *School and Community*