

**Educ 141**  
**Bilingualism and Schooling**  
**University of California, Santa Cruz**  
**Summer Session 2, 2023**

**Instructors**

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**Class Meetings (Lecture):**

- Tuesdays and Thursdays, 9:00 a.m. to 12:30 p.m. PhysSciences room 114

**Office Hours:** By appointment on Zoom

**COURSE DESCRIPTION AND GOALS**

The overarching goal of this course is to provide participants with a venue for exploring how the study of bilingualism and language learning and teaching can help us better understand, and ultimately improve, the education of students from linguistically minoritized backgrounds in a variety of settings. Through class discussion, readings, and assignments, you will have the opportunity to consider and critically examine a number of different theoretical and topical perspectives as we seek to understand the circumstances students from different linguistic backgrounds face in schools and to consider pedagogical approaches and policies that affect or are designed to meet their academic needs. In progressing toward this goal, I also want you to take time to explore what you know, assume, believe, value, and question in relation to the topics addressed in this course.

Readings and discussion will focus on areas such as historical perspectives on language diversity in the United States and other countries; policy debates surrounding the education of language minority students; different conceptualizations of language proficiency and practice; various theoretical and topical perspectives on bilingualism and bidialectalism, language learning, and linguistically minoritized student performance in schools; the role and use of language in learning; and educational reforms and approaches that pertain to using and learning language and literacy within the context of a linguistically and culturally diverse society.

Bilingualism and schooling will be examined through a number of different and overlapping lenses: linguistic, sociological, psychological, cultural, historical, demographic, pedagogical, political, and ideological. Emphasis will be placed on the education of youth who speak languages, and varieties of languages, that have been (and continue to be) marginalized in schools.

Throughout the course, students will have the opportunity and responsibility to do the following: (a) read and comment on a wide variety of sources that inform the study of bilingualism and schooling, (b) reflect on their own linguistic and educational backgrounds, (c) explore first-hand how the themes of the course are related to the experiences of bilingual students and to current

educational practices and policies, (d) learn from the diverse perspectives of their classmates, and (e) make connections among all of the above areas.

The course is intended to provide students with opportunities to work collaboratively. I strongly believe that collaborative venues for sharing experiences, perspectives, and ideas provide opportunities to pool resources, consider alternative perspectives on a topic or issue, and extend our thinking in ways not available to us when we work individually.

## COMMUNICATION

- **Mode of communication:** In-person communication is my preferred mode of contact. Please feel free to check in with me after class, during a break, or during office hours. I enjoy getting to know students and look forward to learning from you!
- **Email communication:** Given that personal communication is not always possible (particularly given the ongoing pandemic!), you may also email me with questions and concerns. However, *before emailing*, **I ask that you please check with at least one classmate and be sure that the information you are seeking is not readily available on the syllabus, canvas, email communication, etc.**
  - ❖ Between Monday and Friday, I will generally respond to emails within 24 hours. On weekends I will generally respond within 48 hours. This means that if you email me the morning of class, I likely will not be able to respond to your message until after class.
  - ❖ I will learn your names, so you do not need to include your student ID or class section number. It *is* helpful for me if you can include the class name in the subject line, as well as the general topic of the message (e.g. EDUC 141 Request for extension).
  - ❖ For communication about complex or sensitive topics, rather than send a long and detailed message, **it's better to send a brief email to alert me about the issue so that we can arrange a time to talk in person or over the phone.** I care about your well-being and want to know what's going on!
  - ❖ These practices, like anything else, are learned through participation. I don't expect it to be perfect! ☺

## REQUIRED TEXTS

*Note: In order to facilitate productive discussions, please try to have the assigned readings available during class (either hardcopy or ebook).*

- There will be two main categories of readings: (1) the required course textbook, and (2) required readings posted on Canvas.

1. The required course textbook is the following: **García, Ofelia. *Bilingual Education in the 21<sup>st</sup> Century: A Global Perspective***. Published by Wiley-Blackwell. You have several options for accessing the book:

**A. You can buy your own copy.** Both ebook and hardcopy versions of the book are available for purchase on line from multiple sources, including from the UCSC Bay Tree Bookstore website. They have several used copies available: <https://slugstore.ucsc.edu> You might consider buying a hardcopy, given how much

screen time you will have done over the past two academic years, but that is up to you.

**B. You can access the book free through the University Library.**

McHenry Library purchased the ebook version of this text. My understanding is that multiple students can simultaneously access the ebook through the library, **for free**. You will need to log into UCSC's Virtual Private Network (VPN) to do this. Instructions for installing and using the Campus VPN are here: <https://its.ucsc.edu/vpn/installation.html> You might want to test all this out, including accessing the book, just to make sure it works.

**C. To assist in our transition to remote learning, I will scan and post on Canvas any chapters we use for this book for the first 2 weeks of the session.** After that, you will need your own access to the book (either buying your own book or accessing the free library ebook. (For copyright reasons, I cannot scan the entire book.)

2. **All other required readings will be available on Canvas.** (There is an optional text that you can decide to buy if you really like it, but the required readings from it will be on Canvas, and you can also read it for free as an ebook from McHenry Library: Lippi-Green, Rosina (2012). *English with an Accent: Language, Ideology, and Discrimination in the United States* (2nd EDITION, 2012), published by Routledge.)

## Course Requirements

### **1. Attend class regularly and arrive on time.**

Rationale: The course is designed to allow you to learn from the readings, each other, and me through lively discussions in class. There is no substitute for being in class for these discussions. In addition, I am interested in getting to know you and hearing what you have to say!

Details: Because I believe that meaningful interaction is essential to learning, attendance is required at Tuesday and Thursday class sessions and will be recorded through **daily attendance quizzes**.

I also understand that there may be circumstances during these unusual times that will prevent some of you from attending all the classes.

#### **What to do if you have to miss a class:**

1. Email me to let me know as soon as possible
2. Watch the class recording and engage in the in-class activities (quick writes, lecture questions, etc.)
3. Before Friday at midnight (11:59 p.m.) on the week that you missed class, submit, via email, one page with your responses to the in-class prompts, plus two takeaways and two questions you have from the readings and topics explored from the class that you missed.

Evaluation criteria: As soon as possible, we will share in class (and post on Canvas) the evaluation criteria for attendance and class participation. *Your final grade will be dependent in*

*part on your attendance and punctuality, including your following the process outlined above for classes that you miss.*

## **2. Read the assigned readings *BEFORE* the class in which they are discussed**

**Rationale:** Much of the content of the course will be accessed through the assigned readings—and we will do quite a lot of reading! While I will provide additional information in class, the readings will serve as the foundation of each class session. Having done the reading for each class will help you participate meaningfully during class. Your reading and participation will also challenge all of our initial thinking, will help you develop your own arguments more clearly, and will lead to a deeper understanding of the themes and content of the course.

**Evaluation criteria:** Both your class participation grade and your Reading Response / discussion grade (see below) will be based in part on evidence that you have read the assigned readings in advance of each class. More details to be provided in class.

## **3. Participate in activities and discussions, both during Lecture and in Asynchronous work.**

**Rationale:** Your own learning and the learning of the rest of the class will be facilitated by open, honest, and respectful discussions with each other regarding the assigned readings, topics introduced in class, and the themes of the course. “Participation” is a two-way street that includes sharing your own comments AND creating conditions conducive to allowing others to share theirs as well. Your participation in the classroom activities (both oral discussions and writing prompts) as well as daily asynchronous work assigned at the end of each lecture help me follow the developing understandings of individuals and the class as a whole, allowing me to adapt my instruction accordingly.

**Details:** Each class will feature different kinds of discussions and activities surrounding the readings and the themes of the class, including partner, small group, and whole class formats. There will also be short in-class writing activities (“quick writes” at the beginning of the class and other writing prompts during class) as well as daily asynchronous work assigned as independent work for the last 60 mins of each lecture (additional readings/media, short written assignments, and other activities). In our Zoom sessions, there will be a variety of ways to participate (polls, “reactions,” oral discussions, written chat responses, etc.).

**Evaluation Criteria for Participation:** Your classroom participation grade will be based on attendance and Punctuality as noted by the attendance quizzes, as well as active engagement during our course times which includes (but is not limited to) the following:

- Preparation before for class
- Focus during class
- Engaged, responsive, and collaborative during group activities
- Asking questions
- Listening attentively to your peers
- Specificity about ideas and concepts from course materials
- Synthesizing and connecting ideas, concepts, and course materials

### **Evaluation criteria for Asynchronous Written responses:**

- Your response make reference to the specific, concrete, substantial, and important information and ideas from the readings/content

- When possible, you connect that information and ideas to your own experience (e.g. articulating your own reactions, commenting on what you have observed in schools, families, communities, and society; sharing your own experiences) and/or other readings from the course.
- Your post is thoughtful and elaborates on your ideas and arguments.
- Your post is written with care (your sentences are constructed well; you have proofread your entry, etc.)
- *Roughly* 500 words for any written response

#### **4. Canvas Discussion Board:**

Rationale: (1) to allow you to focus on the required readings before class and begin to articulate some of your comments, questions, and connections, (2) to allow you to exchange ideas and opinions with classmates you may not have been able to talk with in class, and around readings that we may not have time to discuss adequately in class (3) create a bank of written responses and ideas that you can draw from for other writing in the course.

Details: You are required to submit **one TWO PART response** on the Canvas Discussion Board per week before each Tuesday and Thursday class.

- **Part 1 Analysis** asks you to write a brief synthesis and substantive analysis of the readings for the week. This extends beyond just summarizing the material, and elaborates on your own ideas, arguments, and analyses.
- **Part 2 Connection** asks you to make connections between and across that weeks' readings and some aspect of your own experiences AND/OR other material from this course or outside sources.
- Each part should be *roughly* 200-300 words (400-600 words in total)
- Both Part 1 and 2 should be numbered and submitted in the same response
- **Discussion Board Responses are due before each class on Tues and Thurs (9:00 AM)**

#### Norms:

This part of the course is designed to be a place where students can share, discuss, and debate ideas. Therefore, a lively exchange of ideas is welcomed and encouraged. In all cases, however, the dialogue should be respectful to each other, as well as to the authors, students, and teachers whose ideas and actions we will be discussing.

#### Evaluation criteria for Discussion Board Posts:

- Your posts make reference to the specific, concrete, substantial, and important information and ideas from the readings. Quotes and citations used to strengthen and support analyses and connections.
- You connect that information and ideas to your own experience (e.g. articulating your own reactions, commenting on what you have observed in schools, families, communities, and society; sharing your own experiences) and/or other readings from this course or others.
- Your post is thoughtful, extends beyond just summarizing the material.
- Your post is written with care (your sentences are constructed well; you have proofread your entry, etc.).
- Each part should be *roughly* 200-300 words (400-600 words in total)

This portion of your grade will be based on the number and quality of responses that you submit meeting the above criteria. Late or missing posts will result in a lower grade.

*NOTE: While collaborative discussion is always welcome and encouraged, your actual response is an individual one and should reflect your original thoughts and comments.*

### ***5. Discussion Leader and Discussion Leader Summary:***

Rationale: (1) to allow you to focus more closely on course readings before class and summarize, identify key points and quotes, and generate questions about the readings (2) to have you take a more active role in promoting discussion on the readings among your peers, and (3) to allow you to exchange ideas and opinions with classmates which you may not have been able to do in the discussion board and around readings that we may not have time to discuss adequately in class.

Details: Each student will **lead one day of discussions (one 25 min discussions)** with their small group on the week's content you selected. Discussion leaders will be responsible for leading discussion, reporting back to the whole class and turning in a **one-page summary** which includes short summaries of the readings, 2-3 quotes, some keywords, and 2-3 discussion questions **for the day they are leading**. The summary will be individually submitted, although there will be more than one discussion leader each week. Discussion Leader summaries are due **before the class you are leading discussion (by 9:00 am)**.

#### Norms:

This part of the course is designed to be a place where students can share, discuss, and debate ideas. Therefore, a lively exchange of ideas is welcomed and encouraged. In all cases, however, the dialogue should be respectful to each other, as well as to the authors, students, and teachers whose ideas and actions we will be discussing.

Evaluation criteria for Discussion Leader Summaries: Discussion Leader Summaries will be scored out of 10 points and the following criteria:

- Your written summary accurately represents the key points and concepts of the readings with reference to the specific, concrete, substantial, and important information and ideas from the readings.
- You identify 2-3 important quotes and some key words from the reading.
- You generate 2-3 discussion questions to promote discussion about the readings and concepts in your reading and/or how this particular reading connects to other readings in the course. These questions are then shared in your small groups to facilitate discussion on the reading.
- Your summary is written with care (your sentences are constructed well; you have proofread your entry, etc.). *Roughly* 300 words (although word count not strictly enforced)

*NOTE: While collaborative discussion is always welcome and encouraged, your actual response is an individual one and should reflect your original thoughts and comments.*

## **6. Bi/Multilingual Final Research Paper / Project**

**Rationale:** The project is designed to allow you to go beyond the readings and in-class activities to explore the themes of the course in a particular “real-life” setting or issue. The intent is to create something directly responsive to language and bilingual schooling-related issues explored in the course and the events of the day or addressing other pressing needs related to the course that you want to spend your time and energy on.

**Details:** You may choose to work individually or in pairs. You will submit either a 8-10 page paper, (not including references) in APA format at the end of the session that draws on at least 8 academic sources, or can also choose to create another artifact (e.g. podcast, video, presentation, etc.) as long as your project reflects your engagement with the research literature on your topic (must still draw on at least 8 academic sources). Further details will be discussed in class, and there will be some class time devoted to generating potential topics. There are many potential options for this project:

- explore a local, state, national, or international policy dialogue or debate involving the bilingual education or the education of linguistically minoritized students
- research one country’s current stance toward bilingualism and schooling
- explore current attitudes toward bilingualism, language diversity, and schooling as expressed in the media
- FEEL FREE TO PROPOSE OTHER POSSIBLE IDEAS AND FORMATS.

**Evaluation Criteria for Final Project:** 100 pts and 25% of Course Grade (See Final Project Description PDF on Canvas for more details). Due Friday, Sept 1st, by 11:59 p.m. (via Canvas)

### **Due Dates:**

- Final Paper/Project Prospectus: Friday., Aug. 18 due on Canvas by 11:59 PM (Day 6)
- Final Paper/Project: Friday, Sept 1st via Canvas by 11:59 PM

**Evaluation Criteria:** See full assignment description and rubric on Canvas

## **COURSE EVALUATION**

- **25% Attendance and Participation** (Attend lectures including engagement with assigned reading, daily Quick Writes, and daily Asynchronous work)
- **25% Canvas Discussion Posts and Responses** (which require substantive engagement with the reading)
- **25% Group Discussion Leader** (which require substantive engagement with the reading, written summary, and facilitating a short, small-group discussion on your selected readings)
- **25% Final** (which asks you to integrate and apply material from readings, Canvas discussions, Lecture, and Sections).

## **ACADEMIC INTEGRITY**

Students are expected to adhere to the five principles of academic integrity: **honesty, trust, fairness, respect, and responsibility**. According to the UCSC Official University Policy on Academic Integrity for Undergraduate Students, “academic misconduct includes but is not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty or as further specified in campus regulations.” Potential violations will be taken extremely seriously and

will result in consequences as outlined in the university policy at <https://ue.ucsc.edu/academic-misconduct.html>

## STUDENTS WITH DISABILITIES

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me by email, preferably within the first two weeks of the quarter. I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu). You can also visit the DRC website at <https://drc.ucsc.edu/index.html>.

## OTHER NEEDS FOR SUPPORT

Please be in touch early and often with how we can be of support of your learning needs, whether or not you are a student with a DRC Accommodation Authorization.

## COURSE TOPICS AND SCHEDULE

### Daily schedule:

Each 9:00-12:30 class will roughly follow the same schedule (subject to change):

- 09:00-09:03: Greetings and settling in
- 09:03-09:10: Daily Quickwrite/Attendance
- 09:10-09:20: Course information/updates/housekeeping
- 09:20-09:45: Small Group Discussions (Student Led)
- 09:45-10:15: Whole class reflection
- 10:15-10:30: 15 min break
- 10:30-11:30: Lecture and wrap up
- 11:30-12:30: Asynchronous work (independent)

Class session	Topic and Readings	Assignments Due
<b>WEEK 1: Introduction to the Course; What is Bilingualism, Why Study Bilingualism and Schooling; and Language, Linguaging, and the Linguistic Facts of Life</b>		
<b>Day 1 Tuesday 08/01</b>	<p><b>Topic: Intro to the Course What does it mean to be bilingual? Why should we study bilingualism in schooling?</b></p> <p>ASYNCHRONOUS ACTIVITIES (by 11:59 PM)</p> <ul style="list-style-type: none"> <li>○ READINGS:               <ul style="list-style-type: none"> <li>○ Quan, K. Y. (2004). The girl who wouldn't sing. In Santa Ana, O. (Ed.). <i>Tongue-tied: The lives of</i></li> </ul> </li> </ul>	<p><b>Linguistic History Due (Friday by 11:59 PM)</b></p> <p><b>Asynchronous Work (Tues by 11:59 PM)</b></p>



	<p><i>multilingual children in public education</i>. New York, NY: Rowman &amp; Littlefield.</p> <ul style="list-style-type: none"> <li>○ Valdés, G. (1998). The world outside and inside schools: Language and immigrant children. <i>Educational Researcher</i>, 27(6), 4-18.</li> <li>○ Written response to Quan and Valdes (On Canvas)</li> </ul>	
<p><b>Day 2 Thursday 08/03</b></p>	<p><b>Topic: Language, Languaging, and the Linguistic Facts of Life</b></p> <p>REQUIRED READING (Read the following before class):</p> <ul style="list-style-type: none"> <li>○ Lippi-Green, R. (2012). Chs. 1, 4, 5 <i>English with an accent: Language, ideology, and discrimination in the United States</i>. New York: Routledge.</li> </ul> <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> <li>○ Watch FILM: <i>American Tongues</i> [Excerpts on Canvas]</li> </ul> <p>ASYNCHRONOUS ACTIVITIES (due by 11:59 PM)</p> <ul style="list-style-type: none"> <li>○ CHOOSE AT LEAST <b>ONE</b> of the following: <ul style="list-style-type: none"> <li>○ Lippi-Green, R. (2012). Defying paradise: Hawai'i (Ch. 12). In <i>English with an accent: Language, ideology, and discrimination in the United States</i>. New York: Routledge.</li> <li>○ Lippi-Green, R. (2012). ¡Ya Basta! (Ch. 14). In <i>English with an accent: Language, ideology, and discrimination in the United States</i>. New York: Routledge.</li> <li>○ Lippi-Green, R. (2012). The unassimilable races: What it means to be Asian (Ch. 15). In <i>English with an accent: Language, ideology, and discrimination in the United States</i>. New York: Routledge.</li> <li>○ Lippi-Green, R. (2012). The real trouble with black language (Ch. 10). In <i>English with an accent: Language,</i></li> </ul> </li> </ul>	<p><b>Discussion Board Due (Thurs by 9:00 AM)</b></p> <p><b>Async Work (Thurs by 11:59 PM)</b></p>

	<p><i>ideology, and discrimination in the United States</i>. New York: Routledge.</p> <ul style="list-style-type: none"> <li>o (<a href="#">Recorded Zoom Presentation</a>)</li> <li>Baker-Bell, A. (2020) <i>Linguistic Justice: Black Language, Literacy, Identity and Pedagogy</i>. Stanford RILE Speaker Series May 20, 2020.</li> <li>o Written reflection on selected Lippi-Green Chapter OR Baker-Bell presentation</li> </ul>	
<p><b>WEEK 2: Individual Bilingualism: Learning and Using More than One Language AND What is a “Bilingual” Society? What is “Bilingual Education”?</b></p>		
<p><b>Day 3 Tuesday 08/08</b></p>	<p><b>Topic: Individual Bilingualism: Learning and Using More than One Language</b></p> <p>REQUIRED READING (Read before class):</p> <ul style="list-style-type: none"> <li>• García, <ul style="list-style-type: none"> <li>o Ch. 2 (Languaging and Education): PDF: pp 25-32 Only (Book: pp. 21-35 ONLY )</li> <li>o Ch. 3 (Bilingualism and Translanguaging): PDF pp. 36-49 ONLY (Book: pp. 42-67)</li> <li>o Ch. 5 (Benefits of Bilingualism): ALL</li> </ul> </li> </ul> <p>ASYNCHRONOUS ACTIVITIES (due by 11:59 PM)</p> <ul style="list-style-type: none"> <li>o <b>WATCH:</b> <a href="#">A Study Group on the Potential of Dynamic Bilingualism Translanguaging in Bilingual Education Part 1</a> Watch: 9:21–26:25</li> <li>o <b>WATCH:</b> <a href="#">Multilingualism in the United States and Around the World</a> Watch: 16:16-36:36</li> <li>o Written reflection on García Videos</li> </ul>	<p><b>Discussion Board Due (Tuesday by 9:00AM)</b></p> <p><b>Async Work (Tuesday by 11:59 PM)</b></p>
<p><b>Day 4 Thursday 08/10</b></p>	<p><b>Topic: Societal Bilingualism: What is a “Bilingual” Society?</b></p> <p>REQUIRED READING (Read before class)</p> <ul style="list-style-type: none"> <li>o García, Ch. 4 (The Sociopolitics of Bilingualism)</li> <li>o Fishman, J. A. (2004). Multilingualism and non-English mother tongues. In E. Finegan &amp; J. R. Rickford (Eds.), <i>Language in the USA: Themes for the Twenty-first Century</i> (pp. 115-132). Cambridge: Cambridge University</li> </ul>	<p><b>Discussion Board Due (Thurs by 9:00 AM)</b></p> <p><b>Async Work (Thurs by 11:59 PM)</b></p>

	<p>Press.</p> <p>ASYNCHRONOUS ACTIVITIES (due by 11:59 PM)</p> <ul style="list-style-type: none"> <li>○ READ: <ul style="list-style-type: none"> <li>○ Baker-Bell, A. (2020). Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy (1st ed.). Routledge. Ch 1: Black Language is Good on Any MLK Boulevard</li> <li>○ <a href="#">Nelson Flores' Blog post: Do Black Lives Matter in Bilingual Education?</a></li> </ul> </li> <li>○ Written reflection on Baker-Bell and Flores</li> </ul>	
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**WEEK 3: Bilingual Education and Schooling around the World, the US, and California**

<p><b>Day 5 Tuesday 08/15</b></p>	<p><b>Topics: Bilingualism and Schooling around the World</b></p> <p>REQUIRED READING (Read before class):</p> <ul style="list-style-type: none"> <li>○ García <ul style="list-style-type: none"> <li>○ Ch. 1 (Introducing Bilingual Education)</li> <li>○ Ch. 6 (Bilingual Education: Frameworks and Types)</li> </ul> </li> <li>○ <b>AFTER READING GARCIA ch 1 and 6:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Read the Kansai International Academy website about “Learning -&gt; Elementary Curriculum” for an overview of the school structures</a></li> <li>○ After reading Garcia Ch 1 and 6 followed by the elementary curriculum description linked above, <b>please prepare 3 or more questions for Morisaki sensei about the dual-language program at Kansai International Academy.</b> (Some topics might include: content classes, language distribution, language policies, language assessment, student demographics, overall program goals, planning, challenges, or anything that you are curious about the inner workings and structures of a dual language school in this particular context).</li> </ul> </li> </ul>	<p><b>Discussion Board Due (Tuesday by 9:00AM)</b></p> <p><b>Async Work (Tuesday by 11:59 PM)</b></p>
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	<p>ASYNCHRONOUS ACTIVITIES (due by 11:59 PM)</p> <ul style="list-style-type: none"> <li>○ CHOOSE <b>ONE</b> OF THE FOLLOWING (Case study of one country’s or region’s language education contexts and policies): <ul style="list-style-type: none"> <li>○ Feng &amp; Adamson (2015) Contested Notions of Bilingualism and Trilingualism in the People’s Republic of <b>China</b></li> <li>○ Panda &amp; Mohanty (2015) Multilingual Education in <b>South Asia</b></li> <li>○ Makoni &amp; Makoni (2015) “Too Many Cooks Spoil the Broth”: Tension and Conflict between Language Institutions in <b>South Africa</b></li> <li>○ Sayer &amp; Gopar (2015) Language Education in <b>Mexico</b></li> <li>○ Selections from Guzman Johannessen, B. G. (Ed.). (2019). <i>Bilingualism and Bilingual Education: Politics, Policy, and Practices in a Globalized Society</i>. Cham, Switzerland: Springer.</li> </ul> </li> <li>○ Written Reflection on selected case study</li> </ul>	
<p><b>Day 6 Thursday 08/17</b></p>	<p><b>Topic: Bilingualism and Schooling in the US and California</b></p> <p>REQUIRED READING (Read before class):</p> <ul style="list-style-type: none"> <li>○ <b>Read</b> García <ul style="list-style-type: none"> <li>○ SKIM Ch. 10 (Monoglossic Bilingual Education Policy) <b>pay attention to the principles</b></li> <li>○ SKIM Ch. 11 (Heteroglossic Bilingual Education Policy) <b>pay attention to the principles</b></li> </ul> </li> <li>○ <b>Watch</b> Webinar: K-12 Instructional models for English Learners  <a href="https://www.migrationpolicy.org/multimedia/k-12-instructional-models-english-learners-what-they-are-and-why-they-matter">https://www.migrationpolicy.org/multimedia/k-12-instructional-models-english-learners-what-they-are-and-why-they-matter</a></li> </ul> <p>ASYNCHRONOUS ACTIVITIES (due by 11:59 PM)</p> <ul style="list-style-type: none"> <li>● <b>LISTEN</b> to: NY Times Podcast: <a href="#">Nice White Parents: Episode 1</a></li> </ul>	<p><b>Discussion Board Due (Thurs by 9:00 AM)</b></p> <p><b>Async Work (Thurs by 11:59 PM)</b></p> <p><b>Final Paper/Project Prospectus Due (Friday by 11:59 PM)</b></p>

	<ul style="list-style-type: none"> <li>• Written response to podcast episode on Canvas</li> </ul>	
<b>WEEK 4: Pedagogy and Practice</b>		
<p><b>Day 7 Tuesday 08/22</b></p>	<p><b>Topic: Bilingual Pedagogies and Practice</b></p> <p>REQUIRED READING (Read before class):</p> <ul style="list-style-type: none"> <li>o García, Ch. 12 (Bilingualism in the Curriculum)</li> <li>o García, Ch. 13 (Bilingual Education Pedagogy and Practices)</li> </ul> <p>ASYNCHRONOUS ACTIVITIES (due by 11:59 PM)</p> <ul style="list-style-type: none"> <li>o <b>CHOOSE ONE:</b> <ul style="list-style-type: none"> <li>o Sanders-Smith, S. C., &amp; Dávila, L. T. (2019). Progressive practice and translanguaging: Supporting multilingualism in a <b>Hong Kong preschool</b>. <i>Bilingual Research Journal</i>, 42(3), 275–290.</li> <li>o Zhou, X., &amp; Fu, D. (2022). Translanguaging space in a bilingual program in <b>New York City Chinatown middle school</b>. <i>Applied Linguistics Review</i>, 13(3), 359–372.</li> <li>o DeNicolo, C. P. (2019). The role of translanguaging in establishing school belonging for emergent multilinguals. <i>International Journal of Inclusive Education</i>, 23(9), 967–984. <b>(Q’anjob’al and Spanish speaking students in a first-grade Spanish/English bilingual classroom)</b></li> </ul> </li> <li>o Written Response to Selected Article</li> </ul>	<p><b>Discussion Board Due (Tuesday by 9:00AM)</b></p> <p><b>Async Work (Tuesday by 11:59 PM)</b></p>
<p><b>Day 8 Thursday 08/24</b></p>	<p><b>Topic: Promoting Bilingualism and Biliteracy</b></p> <p>REQUIRED READING (Read before class):</p> <ul style="list-style-type: none"> <li>o Sayer, P. (2013). Translanguaging, TexMex, and Bilingual Pedagogy: Emergent Bilinguals Learning Through the Vernacular. <i>TESOL Quarterly</i>, 47(1), 63–88.</li> <li>o García, O. (2020). Translanguaging and Latinx Bilingual Readers. <i>The Reading</i></li> </ul>	<p><b>Discussion Board Due (Thurs by 9:00 AM)</b></p> <p><b>Async Work (Thurs by 11:59 PM)</b></p>

	<p><i>Teacher</i>, 73(5), 557–562.  <a href="https://doi.org/10.1002/trtr.1883">https://doi.org/10.1002/trtr.1883</a></p> <ul style="list-style-type: none"> <li>o Poza, L. E. (2018). The language of ciencia: Translanguaging and learning in a bilingual science classroom. <i>International Journal of Bilingual Education and Bilingualism</i>, 21(1), 1–19.</li> </ul> <p>ASYNCHRONOUS ACTIVITIES (due <b>Friday</b> by 11:59 PM)</p> <ul style="list-style-type: none"> <li>o <b>Watch:</b> <a href="#">Pedagogical Translanguaging in Multilingual Education - Dr. Jasone Cenoz &amp; Dr. Durk Gorter (58 mins)</a>: <b>Suggested Viewing order:</b> <ul style="list-style-type: none"> <li>o Basque Country Context: (38:28-47:00)</li> <li>o Guiding Principles for sustainable translanguaging (47:00-57:20)</li> <li>o Pedagogical Translanguaging and Examples (16:23-38:28)</li> </ul> </li> <li>o Written Response to Cenoz and Gorter</li> </ul>	
<b>WEEK 5: Pedagogy and Practice II</b>		
<p><b>Day 9 Tuesday 08/29</b></p>	<p><b>Topics: Integrating Language, Literacy, and Content Instruction in a New Standards Era</b></p> <p>REQUIRED READING (Read before class):</p> <ul style="list-style-type: none"> <li>o Bunch, G. C., &amp; Walqui, A. (2019). Educating English Learners in the 21st Century (Ch. 1). In Walqui, A. &amp; Bunch, G. C. (Eds.) (pp. 1-20). <i>Amplifying the Curriculum: Designing Quality Instruction for English Learners</i>. New York, NY: Teachers College Press.</li> <li>o Walqui, A. &amp; Bunch, G. C. (2019). What is Quality Learning for English Learners? (Ch. 2). In Walqui, A. &amp; Bunch, G. C. (Eds.) (pp. 21-41). <i>Amplifying the Curriculum: Designing Quality Instruction for English Learners</i>. New York, NY: Teachers College Press</li> </ul> <p>ASYNCHRONOUS ACTIVITIES (due <b>Tuesday</b> by 11:59 PM)</p> <ul style="list-style-type: none"> <li>o <b>Watch:</b> WestEd recorded webinar: <i>Perspectives on English Language</i></li> </ul>	<p><b>Discussion Board Due (Tuesday by 9:00AM)</b></p> <p><b>Async Work (Tuesday by 11:59PM)</b></p>

	<p><i>Learning:</i> <a href="#">Robust Learning Opportunities for English Learners: Even MORE Important Now</a> (19:09-54:20)</p> <ul style="list-style-type: none"> <li>○ Written Response to Walqui &amp; Bunch Webinar</li> </ul>	
<p><b>Day 10 Thursday 08/31</b></p>	<p><b><u>Optional Drop-in for the Final Project</u></b>  <b>REQUIRED READING</b> (Read before class):</p> <ul style="list-style-type: none"> <li>○ NONE</li> <li>○ This class is <b>OPTIONAL</b> and I will be available for the allotted class time for drop in questions or discussion about the final</li> </ul>	<p><b>Final Project Due (Friday by 11:59PM)</b></p>