

# Education 141

## Bilingualism and Schooling

Summer 2015

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**Classroom:** Soc. Sci. 1 161

**Class Meetings:** Tuesdays and Thursdays, 6:00 – 9:30 PM

**Office:** TBA

**Office Hours:** Tuesdays, 5:00 – 6:00 PM and by appointment

### Course Description and Goals

The purpose of this course is to provide class members with a venue for exploring how the study of bilingualism, the use of multiple languages and varieties, and second language learning and teaching can help us better understand, and ultimately improve, the education of English learners 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 perspectives as we seek to understand the circumstances that English learners and other traditionally under-served students face in our schools and to consider pedagogical approaches and policies that are designed to meet their academic needs.

Overarching guiding questions of the course include the following:

- What are different conceptualizations regarding knowing and learning multiple languages and varieties?
- What are the multilingual and social realities of youngsters from diverse backgrounds both in and out of school?
- How is policy implicated in the lives of these youngsters, their families, and the larger society?
- How could/should policy be implicated in the lives of these youngsters, their families, and the larger society?
- How do schools address the multilingual, academic and social realities of students?
- How could/should schools address the multilingual, academic and social realities of students?

Bilingualism and schooling will be examined through a number of different and overlapping lenses: linguistic, sociological, psychological, cultural, historical, demographic, pedagogical, political, and ideological. Readings and discussion will focus on the following areas: historical perspectives on language diversity in the United States; policy perspectives and the education of culturally and linguistically diverse students; different conceptualizations of language proficiency and practice; different theoretical and topical perspectives on bilingualism/multilingualism, language learning, and the experience of English learners in and out of schools; the role and use of language in learning; and educational reforms and approaches that pertain to using/learning language and literacy within the context of a linguistically and culturally diverse society.

Emphasis will be placed on the education of children who have been historically underserved by our schools. The course focuses particularly on issues surrounding the education of Latino students because (1) these students constitute a large percentage of the student population in both California and the U.S. and (2) U.S. schools have historically failed Latino students. However, we will also examine the

education of other language minority groups in the U.S. as well as examples of bilingualism and schooling in countries around the world.

Throughout the course, you 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 and comment 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.

In addition to the goals mentioned in the previous paragraphs, this course is intended to provide you with opportunities to work collaboratively. I strongly believe that collaborative venues for discussing course-related topics and engaging in class assignments provide us with an opportunity 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. Also, as we share and work through frustrations and problems together while pursuing a project or discussion, we provide one another with useful guidance and take on the roles of teachers as well as learners.

### **Required Texts**

- García, O. (2009) *Bilingual education in the 21<sup>st</sup> century: A global perspective*. Wiley-Blackwell.
- All other required course readings will be available on eCommons (<https://ecommons.ucsc.edu/>)

Please bring hard/soft copies of the assigned readings to class so that you can refer to them during discussions and have productive conversations.

### **Logging into eCommons**

To log into eCommons, you must obtain and use a CruzID Gold password. For more information and to obtain a password, visit [http://its.ucsc.edu/services/accounts/change\\_gold\\_password.php](http://its.ucsc.edu/services/accounts/change_gold_password.php)

### **eCommons Information:**

UCSC recommends using the latest version of Firefox or Chrome to access eCommons. Firefox Javascript add-ons can conflict with eCommons and may need to be disabled.

### **Students with Disabilities**

Students with disabilities or other special needs are encouraged to speak with the instructor as soon as possible regarding needed modifications to the course structure. If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to your instructor in a timely manner, preferably within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY) or <http://www2.ucsc.edu/drc/>

### **Classroom Etiquette**

It is required that cell phones be turned off (or on vibrate mode for emergency calls) and that full attention is given in class. Laptops and tablets should be used for class purposes only. Texting, visiting social media sites and conducting similar activities are not only disruptive but also highly inappropriate in this academic environment. This behavior will not be tolerated. Class members are expected to

participate actively in every class meeting and to inform their professor in advance if they have to miss class.

## Assignments and Grading

Planned Assignments	Due Dates	Points
<ul style="list-style-type: none"> <li>Attendance, Punctuality, Preparedness, Participation, and Professional Disposition</li> </ul>	Each session	25 (2.5 x 10)
<ul style="list-style-type: none"> <li>Linguistic Autobiography</li> </ul>	6/30	5
<ul style="list-style-type: none"> <li>Critical Quotes</li> </ul>	Weeks 1-4	20 (5 x 4)
<ul style="list-style-type: none"> <li>Group Project               <ul style="list-style-type: none"> <li>➤ Prospectus</li> <li>➤ Presentation</li> <li>➤ Individual Report</li> </ul> </li> </ul>	7/02 7/21 – 7/23 7/21 – 7/23	5 10 15
<ul style="list-style-type: none"> <li>Final Reflective Essay</li> </ul>	7/23	20
Total Possible Points		100

### Description of Planned Assignments:

- Attendance, Punctuality, Preparedness, Participation, and Professional Dispositions (25 points)**

As we have only ten class periods together, your punctual attendance at, adequate preparation for, and active participation in every class is vital. There is no substitute for being in class. We will discuss readings in pairs, small groups, and as a whole class, so you need to be fully prepared. Missing more than one class (including excused absences) will result in a lower grade. If you do miss class, it is your responsibility to obtain notes and assignments from a classmate. If you miss more than two classes, your course standing will come under review and may result in a non-passing final grade. Please make every effort to attend every class meeting.

In their work with peers, faculty, staff, and community members, each student is expected to exhibit professional dispositions such as fairness, integrity, respectful communication, and commitment to reflective practice and professional growth.

When reading and commenting on chapters and articles, you might want to consider the following guiding questions that could apply to all of the readings:

- What struck you as interesting about this reading?

- How do points or claims made in this reading relate or compare to those brought up in other readings for this course?
  - What did you find in the reading that you feel will be useful/relevant for your future career? Why?
  - What did you find in the reading that helped you better understand a past experience or important phenomena or event(s)?
  - What aspect of the reading did you find problematic or did you disagree with? Why?
  - What questions did the reading raise for you?
- **Critical Quotes** (20 points)  
On Thursday of weeks 1-4, you will bring to class a critical quote from one of the required readings for that day along with a brief discussion (1-2 paragraphs) of how this quote reveals a central focus of the piece being discussed. You will share your thoughts with your peers in a small group with the goal of engaging in a focused conversation on key issues raised by the reading. These reflections will be collected and graded. They should be written with care (i.e., thoughtful, well-constructed, properly edited paragraphs).
  - **Group Project** (30 points)  
You may work in groups of 2 to 4 students to complete this project, which 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.

There are many options for this project:

- observe a classroom, paying particular attention to English learners
- visit a community-based organization that has something to do with bilingualism and schooling
- interview bilingual individuals regarding their life and school experiences
- interview a teacher or school administrator responsible for the education of English learners
- attend a school event directed at English learners and their families
- research one country's current stance toward bilingualism and schooling
- explore current attitudes toward bilingualism, language diversity, and schooling as expressed in the media

The culmination of the project will be a panel format during the last two class sessions in which students will share their work with the class. Each group will have 15-20 minutes to present (depending on class size), followed by 10 minutes for class discussion. Prior to the presentation, each group will need to submit a prospectus or brief outline of their work and specifying group members' anticipated individual contributions (due July 2). After the panel sessions, each group member will submit an individual report outlining what they learned from the project. Some class time will be devoted to organizing groups during the first week of classes. More details and a grading rubric will be handed in class at a later time.

- **Final Reflective Essay** (25 points)

The goal of the final reflective essay is twofold: (a) to allow me to assess the extent to which you have engaged with and are able to synthesize the readings, class sessions, and themes of the

class, and (b) to provide you with an opportunity to reflect on the course, synthesize your understandings, and discuss how what you have learned relates to your interests in the education of culturally and linguistically diverse students.

This reflection asks you to thoughtfully consider and critically discuss one or two of the central ideas or themes of the course. The following questions may help guide planning and writing: What are the key concepts and research findings around the theme(s)? In what ways has this body of work been of value to you and how might it influence your future work?

Your paper should be 5-6 pages long, double-spaced, with 1-inch margins all around and properly edited. A minimum of 3 direct quotes from the course readings must be included to support your statements. More details and a grading rubric will be given in class.

### **Grading Criteria**

The final grade for this course will be recorded as a letter grade based upon the following grading scale:

93-100	A	4.00	82-80	B-	2.67	69-67	D+	1.33
90-92	A-	3.67	79-77	C+	2.33	66-63	D	1.00
89-87	B+	3.33	76-73	C	2.00	62-60	D-	.67
86-83	B	3.00	72-70	C-	1.67	59 and below	F	.00

Note: The grade of A is awarded only in cases of outstanding in-class and out-of-class work.

### **Late Work Policy**

It is expected that all assignments will be completed and submitted on time, which is the start of class on the due date. There will be a 10% grade reduction for each day an assignment is late.

### **Written Assignments**

All written assignments are to be typed (double-spaced, 1-inch margins all around, with a 12-point standard font), paginated, and properly edited.

### **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 [http://undergraduate.ucsc.edu/acd\\_integrity/policy\\_1.html](http://undergraduate.ucsc.edu/acd_integrity/policy_1.html)

Plagiarism will not be tolerated and will result in failure of the course and possibly expulsion from the university. All work you submit must be your own. Any sources you use in your writing must be properly cited. If you have questions about how/when to cite others’ work, please speak to me immediately.

Week	Date	Topics, Readings, Assignments, and Due Dates
1	6/23	<p style="text-align: center;"><b>Course Overview – Requirements and Expectations</b></p> <p><b>Language Diversity and Education</b></p> <p>Quan, K.Y. (2004). The girl who wouldn't sing. In O. Santa Ana (Ed.), <i>Tongue tied: The lives of multilingual children in public education</i>.</p> <p>Delpit, L. (2006). Language diversity and learning. In Lisa Delpit, <i>Other people's children – Cultural conflict in the classroom</i> (pp. 48-69). New York, NY: The New Press.</p> <p><u>In Class:</u></p> <ul style="list-style-type: none"> <li>• Linguistic Autobiography</li> <li>• Sign-up for group projects</li> </ul>
1	6/25	<p><b>Language, Linguaging, Bilingualism, and Bilingual Education</b></p> <p>García, O. (2009). Ch.1: Introducing bilingual education</p> <p>Lippi-Green, R. (2012). Ch.1: The linguistic facts of life Ch.3: The myth of the non-accent Ch.4: The standard language myth</p> <p><u>Due:</u> Critical Quote #1</p>
2	6/30	<p><b>Individual Bilingualism: Learning and Using More than One Language</b></p> <p>Alim, H.S. (2006). Critical hip-hop nation language. In <i>Roc the mic right: The language of hip hop culture</i>. New York, NY: Routledge.</p> <p>García, O. (2009). Ch.5: Benefits of bilingualism</p> <p>Valdés, G. (2003). A performance team: Young interpreters and their parents. In <i>Expanding definitions of giftedness: The case of young interpreters from immigrant communities</i>. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Zentella, A.C. (2005). Premises, promises, and pitfalls of language socialization research in Latino families and communities. In A.C. Zentella, <i>Building on strength: Language and literacy in Latino families and communities</i> (pp. 13-30). New York, NY: Teachers College Press.</p>

2	7/02	<p><b>Societal Bilingualism and Education</b></p> <p>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, MA: Cambridge University Press.</p> <p>García, O. (2009). Ch.4: The sociopolitics of bilingualism</p> <p><u>Due:</u> Critical Quote #2 and Group Project Prospectus</p>
3	7/07	<p><b>Bilingual Education and Language Education Policy in the United States</b></p> <p>García, O. (2009). Ch.6: Bilingual education: Frameworks and types Ch.7: Bilingual education: Factors and variables</p>
3	7/09	<p><b>Focusing on Culturally and Linguistically Diverse Students in the United States</b></p> <p>Fu, D. (1995). <i>My trouble is my English: Asian students and the American dream</i>. Portsmouth, NH: Boynton-Cook.</p> <p>Ch.1: The story of the Savang family Ch.2: At the edge of the new culture</p> <p>Olsen, L. (2010). <i>Reparable harm: Fulfilling the unkept promise of educational opportunities for California's long term English learners</i>.</p> <p><u>Due:</u> Critical Quote #3</p>
4	7/14	<p><b>Pedagogy and Practice: Promoting Bilingualism and Biliteracy</b></p> <p>García, O. (2009). Ch.12: Bilingualism in the curriculum Ch.13: Bilingual education pedagogy and practices</p> <p>Gold, N. (2006). <i>Successful bilingual schools: Six effective programs in California</i>. San Diego: San Diego Office of Education (pp.5-13).</p>
4	7/16	<p><b>Pedagogy and Practice: Promoting Bilingualism and Biliteracy (Cont.)</b></p> <p>García, O. (2009). Ch.14: Biliteracy practices and pedagogy</p> <p>Martínez, R.A., Orellana, M.F., Pacheco, M., &amp; Carbone, P. (2008). Found in translation: Connecting translating experiences to academic writing. In D. Molle et al. (Eds), <i>Multilingual learners and academic literacies: Sociocultural contexts of literacy development in adolescents</i> (pp. 421-431). New York, NY: Routledge.</p>

		<p>Morrell, E. &amp; Duncan-Andrade, J. (2006). Popular culture and critical media pedagogy in secondary literacy classrooms. <i>The International Journal of Learning</i>, 12.</p> <p><u>Due</u>: Critical Quote #4</p>
5	7/21	<p><b>Pedagogy and Practice: Integrating Language, Literacy, and Content Instruction</b></p> <p>Stoddart, T., Solis, J., Tolbert, S., &amp; Bravo, M. (2010). A framework for the effective science teaching of English language learners in elementary schools. In D. W. Sunal, C. S. Sunal &amp; E. L. Wright (Eds.), <i>Teaching science with Hispanic ELLs in K-16 classrooms</i> (pp.151-182). Albany, NY: Information Age Publishing.</p> <p>Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. <i>International Journal of Bilingual Education and Bilingualism</i>, 9(2), 159-180.</p> <p><u>In Class</u>: Group Presentations</p> <p><u>Due</u>: Individual Report</p>
5	7/23	<p><b>English Learners and New Common Standards</b></p> <p>Bunch, G., Kibler, A., &amp; Pimentel, S. (2012, January). <i>Realizing opportunities for English learners in the Common Core English language arts and disciplinary literacy standards.</i>  <a href="http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf">http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf</a></p> <p>Lee, O., Quinn, H., &amp; Valdés, G. (2012, January). Science and language for English language learners in relation to Next Generation Science Standards and implications for Common Core State Standards for English language arts and math.  <a href="http://ell.stanford.edu/sites/default/files/3_EdResearcher%2011%20April%202013%20Lee_Quinn_Valdes%20copy.pdf">http://ell.stanford.edu/sites/default/files/3_EdResearcher%2011%20April%202013%20Lee_Quinn_Valdes%20copy.pdf</a></p> <p>Moschkovich, J. (2012, January). <i>Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core.</i>  <a href="http://ell.stanford.edu/sites/default/files/pdf/academic-papers/02-JMoschkovich%20Math%20FINAL_bound%20with%20appendix.pdf">http://ell.stanford.edu/sites/default/files/pdf/academic-papers/02-JMoschkovich%20Math%20FINAL_bound%20with%20appendix.pdf</a></p> <p><u>In Class</u>: Group Presentations</p> <p><u>Due</u>: Individual Report and Final Reflective Essay</p>

Note: Course schedule and assignments are subject to slight changes based on the professor's discretion related to student needs.