

California State University, Northridge
Michael D. Eisner College of Education
Course Syllabus

SED 525BL/ EED 525 Bilingual and Bicultural Teaching in Multiethnic Schools

Conceptual Framework:

The Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to *Excellence through Innovation*. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of professional knowledge and skills.
- We value the use of evidence for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative and reflective thinking and practice.

Course Description: Bilingual and Bicultural Teaching in Multiethnic Schools examines the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. This course explores the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and the educational achievement of bilingual children and adolescents. The course compares and contrasts the foundations of literacy development in both the primary languages (e.g., Spanish, Korean or other Asian Languages, Armenian) and English, and examines reading and writing across the curriculum and SDAIE strategies for core content areas.

SED 525BL also includes planning, developing, implementing, and assessing standards-aligned content instruction in both primary and English languages, using a variety of instructional and assessment strategies. Candidates learn to select effective bilingual and bicultural teaching methodologies, instructional strategies, and instructional materials to assess their appropriateness, as well as augmenting resources when necessary. The course

addresses key areas such as: language transferability and the interrelatedness of the four domains of language: listening, speaking, reading, and writing; Authentic parental participation; Literacy development, including literature-based programs and L1 and L2 literacy paradigms.

This is a required course for all Bilingual Authorization candidates. (Cross-listed with EED 525.)

Required texts:

Herrera, S. G. & Murry, K. G. (2011). *Mastering ESL and bilingual methods: Differentiated instruction for culturally and linguistically diverse (CLD) students* (2nd Edition). Boston: Pearson.

Additional readings will be made available on Canvas.

Recommended:

Echevarria, J., Vogt, M. E., & Short, Deborah J. (2008) *Making Content Comprehensible for English Language Learners: The SIOP Model*. (3rd Ed). Upper Saddle River, NJ: Pearson Education, Inc.

Course Objectives:

Bilingual Authorization candidates will be able to demonstrate the ability to:

- Articulate an understanding of various theories and methods in first and second language acquisition (L1 & L2)
- Describe the nature of bilingualism and biliteracy as it relates to classroom instruction
- Describe the historical movement and legal evolution of policies on language of instruction in U.S.
- Articulate an awareness of political and social-cultural issues related to non-English language instruction, including L1 literacy development and L1 content area instruction
- Facilitate language proficiency development in oral and academic language related to grade-level teaching
- Evaluate, select, and translate relevant instructional materials for the bilingual classroom setting
- Identify funds of knowledge ELLs bring to classrooms, e.g., L1 literacy development, and L1 cultural knowledge and understanding, and content area knowledge in L1
- Identify and access L1 schools (Saturday or Sunday ethnic language schools) and community resources, including Parent Teacher Association (PTA) connections to help bridge the home-school learning gap for ELLs, and working with paraeducators.
- Conduct L1 and L2 proficiency assessments using multiple assessment measures (formal and informal tools)

- Based on the L1 and L2 assessment results, design and develop short and long range lesson/unit planning in L1 and L2

Measurable Student Outcomes

- Demonstrate their understanding of effective methods and strategies in bilingual and bicultural teaching in the elementary and/or secondary schools through reading reflections using interactive journals.
- Demonstrate their ability to develop thematic lesson/unit plans with the emphasis on bi-literacy and academic language development in their respective content areas.
- Demonstrate their ability to develop bilingual and bicultural short and long range curriculum in their chosen content area for their chosen grade level.
- Demonstrate their knowledge and understanding of the importance of bridging the home-school gap (Home-School Connection Project), e.g., how to increase ELL parent involvement, how to identify and access school and community resources, and how to work effectively with para-educators.
- Demonstrate their ability to implement bilingual and bicultural instruction through teaching demonstrations.

REQUIREMENTS AND GRADING POLICY

Class attendance and participation (includes on time attendance and active participation in ALL in class and/or online activities)]	15 points
Ten Reflective Journals of Tutoring or Small Group Instruction (20 hours)	15 points
Family/Community Assets Paper	25 points
Bilingual Lesson and Demonstration	15 points
FINAL PROJECT (Bilingual Thematic Unit Plan: Three Bilingual Lesson Plans)	30 points

Course Evaluation Plan:

Students' work will be evaluated based on course requirements listed above and in the contract of involvement.

Class "points" [100] will be converted to percentages. The following grading scale will be used.

95-100%	= A
91-94%	= A-
87-90%	= B+
84-86%	= B
80-83%	= B-
78-79%	= C+
74-77%	= C
70-73%	= C-

Grading System:

- Passing grades are awarded if the course requirements are adequately fulfilled within the time frames stipulated.

- An “A” grade is reserved exceptional work not only in completing all formal assignments, but also including unusual initiative and effective class leadership.
- A “B” grade is awarded for solid performance in the preparation of written assignments and formal presentations. Written assignments should show evidence of independent thought based significantly on the examination of course materials, appropriate reading and pertinent research. Written assignments should be presented in a neat, professional format. Active, constructive participation will be considered in grading.
- Assignments falling below this standard, but nonetheless meeting minimum course standards will earn a “C” grade.
- Failure to complete requirements within specified timeframes may result in a failing grade.
- Excessive absences may also result in a failing grade.

Policies: PLEASE READ THESE CAREFULLY TO AVOID ANY CONFUSION LATER

- If a student must miss all or part of a class session due to illness or an emergency, please check with other classmates, in advance of the subsequent class session, regarding any materials handed out the night of an absence.
- Assigned readings form the core of each week’s class session. Assigned readings serve as a basis for an informed analysis and critique of the issues presented in this course; therefore, they should be completed **BEFORE** the class indicated.
- Written assignments must be typed, doubled spaced, proofread, and corrected using a word-processing program unless special instructions indicate otherwise. All written assignments must be well presented, organized and without spelling errors and conform to the American Psychological Association (APA) style manual, 6th edition. All written assignments must be identified with student name, date and title of assignment. Unless otherwise directed, all assignments must be typed with 12-point font, with 1-inch margins, and double-spaced. Work may be turned in early □ !
****Please put your name, assignment title, due date and page number on the top right-hand corner of the first page.
- Everyone’s life is made easier when assignments are turned in on time. If you are experiencing some challenges during the semester that make it difficult to meet class deadlines, be sure to discuss these with the instructor as **early as possible**. Without prior consent from the instructor, late work will be down-graded.
- In order to receive an incomplete for a course, you must have attended 80% of the class sessions and completed 80% of the course assignments. ***Incompletes are only given if there is a compelling reason and you have discussed this with your instructor prior to making a request for an incomplete.***
- Please be mindful and respectful of the learning environment within the classroom. Your participation is crucial to the success of the class therefore working on other non-class activities can be distracting to your classmates and interrupts the learning process. Remember you are all soon to be teachers, therefore you should behave in a manner that reflects what you would expect of your own students.
- Tardiness, though unavoidable at times, is also distracting to other students in the class. Additionally, because of the amount of information given at the beginning of class, those who are habitually late run the risk of not knowing of changes or clarifications of course expectations.
- Thank you, in advance, for your thoughtfulness and your efforts to create and maintain a good learning environment during class meetings.

Policy On Academic Honesty

California State University Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to University computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the University library will be dealt with appropriately. Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the University upon the recommendation of the Department Chair or the Dean of the student's college.

Special Accommodations

Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. The instructor can direct the students to the appropriate office on campus for assistance: <http://www.csun.edu/dres/index.php>.

COURSE ASSIGNMENTS

(Specific Guidelines for the following assignments will be posted on Canvas)

1) Tutoring or Small Group Instruction Logs Due (10 logs for 10 hours) (BTPE 2.6, BTPE 4.1, BTPE 4.1 BTPE 2.6, BTPE 2.6)–Provide 10 hours of tutoring or small group instruction in your L1 (i.e., Spanish, Korean, or Armenian) to an individual student or a small group of students in a bilingual classroom, a SDAIE class, or a mainstreamed class. Then, make a log (an interactive/reflective journal) for each hour of your instructional activities for a total of five logs, describing a) how you helped a bilingual student or a group of bilingual students in your target language, b) what kinds of bilingual instructional materials, research-based methods, or strategies you used, including language use and translanguaging, c) whether or not you were able to teach and help your bilingual students to comprehend the major concepts. Then, add your reflections upon them, indicating if you were going to use the same (or similar) materials, methods, or strategies or modify them, and explain why. Due the last day of class (10 points).

2) Family/Community Assets paper (5-6 pgs): (BTPE 6.5, BTPE 6.5, BTPE 6.5) This assignment will give you the opportunity to find out more about the literacy and/or cultural practices of bilingual families. In this project you will explore the family “Funds of Knowledge,” attitudes towards learning, and community assets which may include mentoring programs (BTPE 6.4, BTPE 6.4).

a) Provide an overview of the family including parents, siblings, the L1, and country of origin.

b) You will schedule a home visit to meet your family for approximately 30 minutes (or more depending on the circumstances). During the visit you will interview the

parent/guardian to get his or her perspective on school, the child's education, and the educational support he/she provides for the child. (BTPE 1.5, BPTE 1.5)

c) Provide a detailed description of the neighborhood in which your student lives. In particular, you should focus on the assets and resources in the neighborhood and the ways in which it supports your student's linguistic, cultural, and familial identities. Provide a list of neighborhood resources in the appendices. (BTPE 1.6, BTPE 1.6)

d) Discuss how awareness of the family's "Funds of knowledge" can or will influence your instructional decision making. Will you change your lesson plans? What types of themes might you draw upon in the future? What implications do family and community assets have for bilingual teachers? (BTPE 1.4)

3) Thematic Unit (Three Bilingual Lesson Plans): Multiple Subject Credential Students: (BTPE 4.2, BTPE 4.2, BTPE 4.2) (BTPE 1.1) Thematic units are a group of lessons developed around a central theme. For example, a teacher may choose to develop five different lessons around the theme "Rainforests." For this activity you will design a thematic unit for a hypothetical bilingual class (unless you are currently teaching in a bilingual classroom). The paper should include five sections:

Rationale: You provide a clear explanation about why you chose the theme, how you will motivate the students in culturally and linguistic ways, and in what languages it will occur. (BTPE 2.1) Questions to ponder:

- 1) Indicate which grade level and subject matter (if you are a single subject credential student) and how your lessons are developmentally appropriate
- 2) Indicate what your target language is
- 3) Choose a theme you would like to study (Required of Multiple Subject Credential Students, but optional for single subject students).
- 4) Identify the curriculum and additional resources/materials you will use in your lessons and why these materials are appropriate for student learning and how they will address interventions and support. (BTPE 3.5, BTPE 3.5) (BTPE 2.4, BTPE 2.4)

Goals and Objectives: Outline the learning goals and how you will integrate reading, writing, listening, and speaking into the unit in both English and your target language. (BTPE 3.3, BTPE 3.3, BTPE 3.3, BTPE 4.4, BTPE 4.4)

Lesson Plan: As you create activities for your lesson plans ensure that you demonstrate:

- a) Indicate which state adopted academic standards are being targeted (BTPE 1.1)
- b) How you are taking into account students' background knowledge and experience (BPTE 1.4, BPTE 1.4)
- c) How you are differentiating for your different students' learning needs (make sure it is assets based and takes into account your students' funds of knowledge, assets and needs (BTPE 2.5, BTPE 2.5, BTPE 2.5)(BTPE 2.3, BTPE 2.3)

- d) How your lessons are creating a learning environment where all students feel valued, safe and respected (BTPE 2.2, BTPE 2.2)

Assessments: Discuss a variety of bilingual and language-based assessment tools that you will use to determine whether you have met the objectives and how you have identified them as suitable and appropriate to support your student learning (BTPE 3.4, BTPE 3.4, BTPE 5.2, BTPE 5.2, BTPE 5.3, BTPE 5.3).

Vocabulary Word Bank: Listing important vocabulary words in the L1 and the L2. Discuss interactive activities that will be used to teach the vocabulary. This should include pictures.

Unit plan and Lesson Plan Overviews (BTPE 3.1, BTPE 3.1):

For Multiple Subject Credential Students: Develop three bilingual lessons for three different content areas (Reading, Math, Science, Social Studies, and/or Art) around that theme. You should clearly describe the three lessons, how they are connected and how they will build upon the skills addressed in the objectives.

Single Subject Credential Students: Develop three bilingual thematic lesson plans in your content area. You must indicate what language each lesson will be conducted in.

Conclusion: You should explain how the unit is representative of a bilingual thematic unit and the implications this has for you as a teacher.

- 4) Lesson Demonstration with slideshow (BTPE: 5.1, BTPE: 5.1, BTPE: 5.1) Students will choose one of the lessons from their thematic unit and demonstrate it to their small group. Within the demonstration they will show how they are improving student achievement and promoting learning in two languages (BTPE 3.2, BTPE 3.2, BTPE 3.2). Peers will complete feedback forms and share with each other how the lesson demonstrated learning in two languages and increasing student achievement (BTPE 1.2), (BTPE 1.2), (BTPE 1.2).

TENTATIVE SCHEDULE OF TOPICS/READINGS/ASSIGNMENTS

Week 1 Introduction – Who Are Our English Learners (BTPE 2.3)

TOPICS: Review course syllabus and expectations; Central Course Questions Background Knowledge Survey, English Learner Characteristics and Needs; Demographics; Overview of Program Models

Week 2 The Role of Culture (BTPE: 6.1)

TOPICS: Student and Family Background (BTPE 1.3); What Happens at School? Emotional, Linguistic, & Academic Issues; Deficit Theories (BTPE 6.6,

BTPE 6.6, BTPE 6.6), Cultural Difference Theories, and Social, Economic, and Political Factors in Achievement

READINGS: Herrera & Murry Ch. 1

Moll, L. “Turning to the world: Bilingual schooling, literacy, and the cultural mediation of thinking” (on Canvas)

Week 3 The Role of the Family (BTPE: 1.5)

TOPICS: Funds of Knowledge among Parents and Siblings, Cultural practice, beliefs, traditions, and values within families and community; Flux of language between home and school and mitigating interference **(BTPE 6.7, BTPE 6.7, BTPE 6.7)**

READINGS: Marshal, E. & Toohey, K. “Representing family: Community funds of knowledge, bilingualism, and multimodality; Moll, L. et al. “Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Schools”; Obied, V. M. “How do siblings shape the language environment in bilingual families?” (on Canvas)

Week 4 The Role of the Community

TOPICS: Funds of Knowledge among Community Assets; Promoting family empowerment through mentorship **(BTPE 6.4)**

READINGS: Brisk: Ch. 4

Kretzmann and McKnight (1993) Building Communities from the Inside Out: A Path toward finding and Mobilizing Community Assets

Week 5 Policy and Programs (BTPE 6.2, BTPE 6.2, BTPE 6.2)

TOPICS: Historical Overview of Bilingual Education and Other Policies Impacting Schooling of ELs **(BTPE 1.7)**; Federal & State Law: 14th Amendment, Civil Rights Act/Title VI, EEOA, Lau v. Nichols, Castañeda v. Pickard, Gomez v. Illinois SBOE, Keyes v. School District #1, Plyler v. Doe, Proposition 227, “No Child Left Behind.” **(BTPE 1.7, BTPE 1.7)** Who is advocating for our students? **(BTPE 6.3, BTPE 6.3, BTPE 6.3)** Overview and discussion of different bilingual program models. **(BTPE 4.3, BTPE 4.3, BTPE 4.3)**

READINGS: Herrera & Murry Ch. 4

Nieto, D. “A Brief History of Bilingual Education in the United States” (on Canvas)

Week 7 Language Structure/ 1st & 2nd Language Acquisition

TOPICS: Interdependence of L1 & L2, L2 Acquisition Theory, Instructional Approaches **(BTPE 1.6)**, Teaching Language Arts in the Bilingual Classroom, etc.

READINGS: Herrera & Murry: Ch. 2 & 3;

Cummins, J. “Language Proficiency, Bilingualism, and Academic Achievement” (on Canvas)

Week 6 Assessing Bilingual Students (BTPE 3.4)

TOPICS: Context for Assessment: National Level (e.g., No Child Left Behind), State Level (California Standards Tests), and Local Level; Using Multiple Means: Diagnostic, Informal, Progress Monitoring, Formative, Summative and Performance Based Assessments (BTPE 5.3); Choosing Appropriate Assessments for Bilingual Students (BTPE 5.2); Interpreting Assessments to Guide Instruction (BTPE 5.4, BTPE 5.4, BTPE 5.4)

READINGS: Stefanakis, E. (2001) Teachers' Judgments Do Count: Assessing Bilingual Students

DUE: Family/Community Assets Paper

Week 8 Language Choice (BTPE: 4.1)

TOPICS: Developing bilingualism and biliteracy through developmental linguistic processes (BTPE 4.1); translanguaging; cross linguistic transfer; Codeswitching and Language Choice ((BTPE 2.7, BTPE 2.7, BTPE 2.7)

READINGS: Reyes, I. "Functions of Codeswitching in bilingual School children's Conversations"; Brice, A. & Roseberry-McKibbin, C. "Choices of Languages in Instruction" (On Canvas)

Week 11 NO CLASS

Week 9 The Teachers Role in Creating Effective Instruction

TOPICS: Creating a welcoming and safe learning environment for all students (BTPE 2.2); Methods/strategies; materials: choosing them wisely (BTPE 3.5); classroom organization; role of paraprofessionals; assessments; Activating Students' Prior Knowledge, Cooperative Learning; Accelerated Learning & Critical Pedagogy;

READINGS: Herrera & Murry: Ch. 6 & 7

Karathanos, K. "Exploring US mainstream teachers' perspectives on use of the native language in instruction with English language learners (on Canvas)

Week 10 Bilingual Students in the Content Areas (BTPE: 3.1)

TOPICS: Reading and Literacy; CCSS ELA/ELD, State frameworks, World Languages Framework and Standards (BTPE 1.1; BTPE 4.4);

READINGS: Berriz, B. "Raising Children's Cultural Voices: Strategies for Developing Literacy in Two Languages"; Moll, L., Saez, R., & Dworin, J. "Exploring biliteracy: Two student case examples of writing as a social practice" (on Canvas)

Week 12 Bilingual Students in the Content Areas cont. (BTPE: 3.1)

TOPICS: Social Studies; History Framework and Standards within the context of civic responsibility and restorative practices (the 5 Cs) (BTPE 2.4); Integrating ELD

READINGS: Herrera & Murry Ch.9

Brisk, M and Alvarez, C. "The Critical Autobiographies Projects"

**Jorgensen, K. History workshop: Reconstructing the Past with Elementary Students and/or Secondary Students (on Canvas)

DUE: Lesson Demonstration

Week 14 Bilingual Students in the Content Areas cont. (BTPE: 3.1)

TOPICS: Science; NGSS; Integrating ELD

READINGS: Hampton, E and Rodríguez, R. Inquiry Science in Bilingual Classrooms"; Reyes, S." Beetles and Butterflies: Language and Learning in a Dual Language Classroom" (on Canvas)

DUE: Lesson Demonstration

DUE: Ten Reflective Journals of Tutoring or Small Group Instruction (10 hours)

Week 15 Bilingual Students in the Content Areas cont. (BTPE: 3.1)

TOPICS: Math, New Mathematical Framework, Math CCSS

READINGS: González et.al "Bridging funds of distributed knowledge: Creating zones of practice in Mathematics (on Canvas)

DUE: Lesson Demonstration

Week 16

DUE: Final Project (Bilingual Thematic Unit Plan:

Three Bilingual Lesson Plans and One ELD Lesson Plan

SED 525 BL/EED 525 Bilingual and Bicultural Teaching in Multiethnic Schools
 Bilingual Authorization Program Standards Course Matrix

Pages on which Standards are Introduced are in yellow, Practiced are in blue, and Assessed in green.

BTPE 1.1 – p. 9 p. 6 p. 6 1.2 – p. 7 p. 7 p. 7 1.3 – p. 7 1.4 – p. 6 p. 6 p. 6 1.5 – p. 8 p. 6 p. 6 1.6 – p. 8 p. 6 p. 6 1.7 – p. 8 p. 8 p. 8 BTPE 2.1 – p. 6 2.2 – p. 9 p. 7 p. 7 2.3 – p. 7 p. 6 p. 6 2.4 – p. 10 p. 6 p. 6 2.5 – p. 6 p. 6 p. 6 2.6 – p. 5 p. 5 p. 5 2.7 – p. 9 p. 9 p. 9 BTPE 3.1 – p. 9 p. 7 p. 7 3.2 – p. 7 p. 7 p. 7 3.3 – p. 6 p. 6 p. 6 3.4 – p. 9 p. 7 p. 7 3.5 – p. 9 p. 6 p. 6 BTPE 4.1 – p. 9 p. 5 p. 5 4.2 – p. 6 p. 6 p. 6 4.3 – p. 8 p. 8 p. 8 4.4 – p. 9 p. 6 p. 6	BTPE 5.1 – p. 7 p. 7 p. 7 5.2 – p. 9 p. 7 p. 7 5.3 – p. 9 p. 7 p. 7 5.4 – p. 9 p. 9 p. 9 BTPE 6.1 – p. 7 6.2 – p. 8 p. 8 p. 8 6.3 – p. 8 p. 8 p. 8 6.4 – p. 8 p. 5 p. 5 6.5 – p. 5 p. 5 p. 5 6.6 – p. 7 p. 8 p. 8 6.7 – p. 8 p. 8 p. 8
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