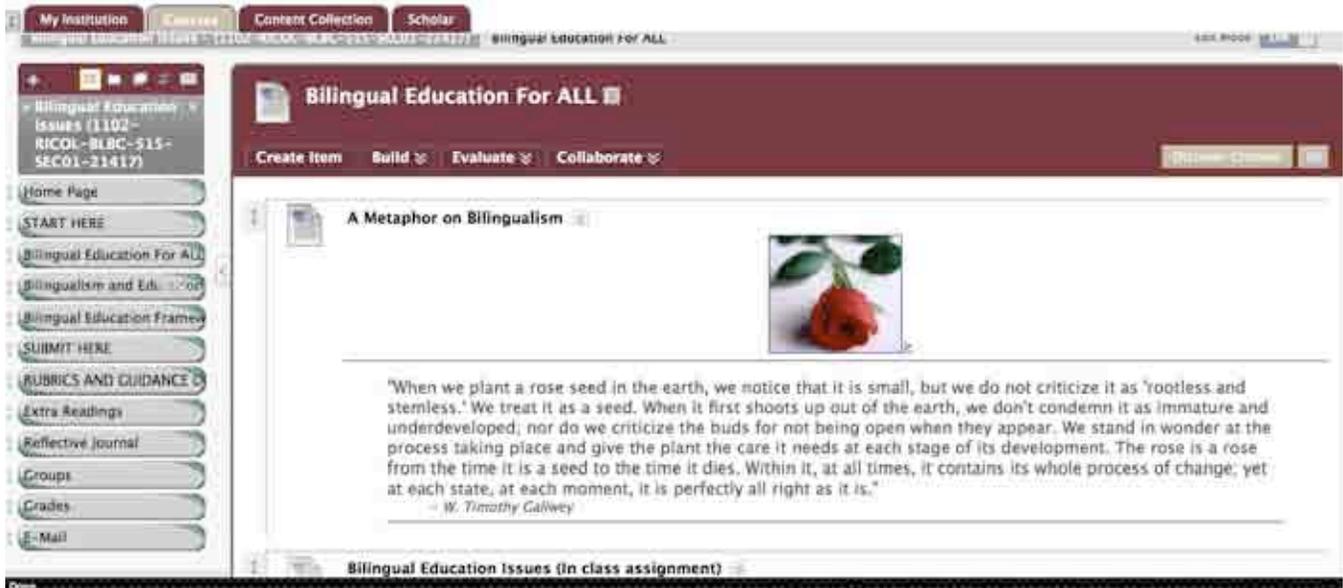




Instructors: [J. Andrés Ramirez; Margaret Harrington]

Department: [Educational Studies, Ellen Bigler, 4568573]



This is a Blackboard Hybrid Course. Updated schedules, announcements, and content are available in Blackboard. <http://www.ric.edu/technology/online.php> (Scroll down and click on Blackboard. Enter your username and password).

For Blackboard support, go to: [http://www.ric.edu/studenttoolbox/bb\\_student\\_support.htm](http://www.ric.edu/studenttoolbox/bb_student_support.htm)

## Course Description

This course is designed to explore current issues of bilingual education and to equip bilingual teachers who are pursuing the bilingual endorsement credential with the knowledge and philosophy to work as "team players" to better advocate for an equity education agenda for language minority students in the context of bilingual/ESL programs. We will explore linguistic, cultural, academic program and assessment issues from a historical perspective. Such an approach is necessary, as most of the issues and debates have extended stubbornly for several decades even though current political,

social compositions, and research consensus demand renewed actions.

Taking into consideration different and relevant political and social compositions for the 21<sup>st</sup> century, bilingual endorsement candidates will also examine the pedagogical, socio-cultural and linguistic issues that make bilingual education controversial and define a professional philosophy of bilingual/ESL teaching.

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Open Door Policy (if I'm in you're in).

**Please note:** New college guidelines stipulate that all electronic communication will be done using your RIC e-mail only. We will be using the Blackboard mail feature most of the time.

## Required Course Text

Garcia, O (2009). Bilingual Education in the 21<sup>st</sup> Century: A Global Perspective. Wiley-Blackwell

## Class Schedule

<b>Session 1</b>	Introduction to the course and Logistics.
<b>Session 2-4</b>	Bilingualism and Education <b>Read: Garcia ch. 2-5</b> <b>Submit Reading Summaries for at least 2 chapters.</b>
<b>Session 5-7</b>	Bilingual Education Policy <b>Read: Garcia ch. 6-9</b>
<b>Session 8 and 9</b>	Monoglossic vs. Heteroglossic Bilingual Education Policy Bilingual Education and Pedagogy <b>Read: Garcia ch. 10-13.</b>

# Current Issues in Bilingual Education

Session 10-12	Biliteracy and Assessment <b>Read: Garcia 14 and 15</b> <b>Read: Garcia Conclusion and Appendix. P. 381-394</b>
Session 13	Conclusions and Connections
Session 14	Presentations <b>Philosophy of Bilingual Education due</b>

## Required Assignments

<b>6 Reflective Journals X 5 each</b> <u>See specific guidelines for journals</u>	30 points
<b>Philosophy of Bilingual Education</b> See	20 points
<b>Bilingual Education Types and Frameworks Analysis</b>	30 points
<b>Class participation</b> (response to articles, chart exercise, attendance etc).	20 points

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-93	B = 84-86	C = 74-76	D = 64-66
	B- = 80-83	C- = 70-73	D- = 60-63

## Description of Assignments

### Class and On-line Participation

Participation (**face to face and online**) is an essential part to do well on this class. This is so because it is expected that your comments, perspective, connections, questions and deeper reading when you are the Reading Leader for your session enhance everybody's learning. In addition to participating in on-line forums, whole class discussions, and group discussions, **once** in the semester you will be the Reading Leader for the group. As such, you are expected to initiate and carry on a discussion in blackboard with the members of your group once everybody has sent you their general impressions about the reading. The discussion should focus on the main points from the reading, its essential questions and enduring understandings, and the ideas and connections your group members wrote about.

## Chart Exercise

Follow these Instructions to complete the following assignment:

- Take a close look at page 8 in the report by Genessee entitled, **“Program Alternatives for Linguistically Diverse Students”** There, you will find a chart that explains in a summarized yet useful way the differences in different frameworks, types, and models of instruction for ELLs.
- Study the profiles of the schools below and include one school or program of your own choosing.
- Strategically read the report parts that apply to the kind of program you identified.
- Complement the information contained in the report with a strategic reading of chapter 6 "Bilingual Education Frameworks and Types" from Garcia's book.
- Create a chart with the same categories found in p. 8 and fill in with the information that applies to each of the programs described. Supplement the chart with a one page document that in which you summarize what you learned/realized with this assignment.
- Bring your completed chart to class. Be prepared for a whole class discussion on the featured schools.
- Use this experience as a basis for your Bilingual Education Types and Frameworks Analysis.

## Philosophy of Bilingual Education

### Purpose

The purpose of this assignment is to assist students in clearly defining and articulating a personal and professional statement of their values, beliefs, experiences and goals as a bilingual teacher. This philosophy statement will support teachers in addressing many of the questions about effective teaching strategies for language minority students and challenges to bilingual education that may be posed by administrators, parents, community members and colleagues.

### Resources

The resources to draw from in formulating a philosophy of bilingual/L2 education include the following:

- Your own experiences as a second language learner.
- Your own experiences working with emergent bilingual students.
- The goals of bilingual/L2 education and model bilingual programs.
- The theoretical foundations of bilingual education and knowledge base of effective pedagogical practices for language minority students.

# Current Issues in Bilingual Education

- Research on bilingual teaching methodology, the effectiveness of bilingual education, and second language learning.
- The issues surrounding bilingual and second language education that are manifested in political and educational controversy -in particular, the changes in the law governing the education of language minority students as a result of No Child Left Behind Legislation, and the passage of anti-bilingual education measures in California, Arizona, and Massachusetts.

## Guiding Questions

*Some of the following questions may serve as a guide to your thinking while writing your philosophy statement.*

-Why have I chosen to get an endorsement in bilingual education? How would I define my commitment to teaching emergent bilingual students?

-What do I believe about the value of bilingualism in society? How has being bilingual or learning a second language enhanced my own academic skills? my view of the world? my personal relationships?

What are my beliefs about how and why bilingual education is effective (or not as effective as it should be)? What model of bilingual/L2 education do I believe in the most? Why? How do I define this model when talking to other educators and/or to the public about language minority students' education?

What do I believe about the way Spanish and English should be used in the classroom as a medium of instruction and as a means of communication? Do students “pick up” a language or do they need to be explicitly taught a second language?

What do I know about the culture of language minority students that will affect the way I teach and the type of learning environment I create in my classroom?

## Organization

The organization of your philosophy statement is important. You can begin with more global, general statements and develop into more specific detail. Keep in mind the type of audience who might be examining your philosophy, such as prospective employer, a program development committee, an accreditation evaluator, etc. Do not attempt to be extremely formal, since you are describing yourself. Consequently, the use of personal pronouns is permissible.

The philosophy statement will be from three to five pages typed double-spaced in narrative form. The assignment will be graded using a grading scale that will be available to you. This grading scale encourages, demands, and rewards higher order thinking and integration of course concepts.

## Reflecting on Your L2 Learning Experiences

As a candidate for the bilingual endorsement, you are required to have had some experience learning and studying a foreign or second language. The purpose of these questions is to help you reflect on your own second-language learning and teaching experiences to determine how foreign or second-language teaching has

evolved and why. Your experiences will shape the way you feel about language learning and teaching and how you approach L2 learners.

- What was your first experience in school with learning a foreign language? Was the experience part of a formal program or was it informal/social in nature? Was the experience positive or negative; pleasant or unpleasant?
- Why did you choose to study a particular foreign language?
- What was your purpose in studying the foreign language?
- What methods were used to teach you the foreign language in school? What was the emphasis in terms of abilities and skills for using the language, i.e. to speak, read, do grammar drills?
- What were you told about the speakers of that particular foreign language in regard to their prestige and importance? Their culture and customs? Their place in the mosaic of the United States or North America if the language is spoken by immigrant groups?
- What did you get out of your study of a foreign language: What level of skill? What attitudes? What personal goals or ambitions?
- In what ways, if any, have you continued your study of a foreign language beyond the school experience?
- Will you or do you teach your English language learners using the same or different methods than those used to teach you? Why or why not?

### **Philosophy of Bilingual Education** **Grading Criteria & Scoring**

**(100-90%) This score will be awarded to papers showing a high degree of competence; coverage of all parts of the assignment as described in the guidelines for writing the Philosophy of Bilingual Education; effective organization and critical analysis. References to course materials are utilized to support analysis of cultural and linguistic values. Examples are used to illustrate analysis of multiple perspectives based on a defined set of professional beliefs and practices. Authoritative sources other than the main text for the book are cited for generalizations about second language education. Surface feature and grammatical or mechanical errors are few and minor.**

**(89-80%) This score acknowledges the clearly competent response, although it may be weak in some aspects of the superior paper: e.g. it may slight one part of the question; may not be as effectively organized or detailed; may have minor grammatical inconsistencies; may not be supported by references to course materials or use as many pertinent examples; may show less in-depth analysis of multiple perspectives; may focus on personal beliefs to the exclusion of analysis from a professional "B/CLAD teacher" point of view; those that fail to cite authoritative and reputable sources for statistics or global evaluations of second language education.**

**(79-70%) This score will be given to papers demonstrating competence; however, the papers will be less developed and the analysis may be more superficial than papers scored a four. Papers awarded a score of three may show occasional awkwardness of expression and grammatical weakness. Grammatical and mechanical errors may obscure author's meaning or interfere with the flow of the**

writing. Paragraphing may be infrequent or inappropriate.

(69-60%) This score will be awarded for the following papers:--those that are primarily a restatement of subject's words or ideas without adequate rationale given for their selection; --those that deal with only one part of the question; --those that offer clichés instead of thoughtful analysis; --those that remain general and undeveloped or without relevance to the author's own cultural experience, values or beliefs; --those that lack focus or pertinent detail.

(59-0%) This score will be used for papers that are severely underdeveloped or that exhibit serious weaknesses in structure or syntax; -- papers that show little understanding of the question or demonstrate incompetence in structure, syntax or other conventions of standard written English, -- papers that are excessively late, incomplete or not turned in.

### Final Project Guidelines:

#### Research on Bilingual Education Frameworks and Types

Write a research paper analyzing the Framework and Type of program of one Bilingual School in the State of Rhode Island or New England. Your research paper shall be divided in three parts.

##### **1. Rationale for the Project**

Include at least the following issues. Why is this Project Needed? Complexity of Options in Bilingual Ed., No Child Left Behind Challenges for Bilingual Programs

##### **2. The School and its Bilingual Program**

Bilingual Framework , Type of Program, Curricular Orientation, and Stakeholders Outlook (Policy makers, Principals, Teachers, Students, Parents).

##### **3. Conclusion and Recommendations**

Based on your research, observations, and reading:

How does the school's program conform/diverge from programatic, curricular, and other issues at the national/international level? What do you recommend?

Required for this project:

- Visit the school, interview different stakeholders, gather information on the school and by the school through varied means.
- Use Chapter 6 in the Garcia book to inform your research.
- Also use Genese's report (in blackboard).
- Read the conclusion in the Garcia book (p. 383-389) and incorporate main insights into your research.
- Be sure to include the terms and categories provided in the integrative table on page 388-89 in your analysis.
- Be prepared for a group presentation in which we will create a structured dialogue around these.

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Standard(s)/ Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
	1-3	4-6	7-8
<p><b>Clear Rationale for the project. Provides insights into the importance of promoting native language support and the challenges faced by these kind of programs under the NCLB act.</b></p>	<p>-Candidate understands and applies knowledge of the complexities and challenges of promoting quality bilingual education in present day United States.</p>	<p>Candidate demonstrates somewhat limited knowledge of the complexities and challenges of promoting quality bilingual education.</p> <p>Points Awarded:</p>	<p>Candidate demonstrates appropriate knowledge on the complexities and challenges of promoting quality bilingual education including a basic understanding of the challenges imposed by the NCLB act.</p> <p>Points Awarded:</p>
<p><b>Extent of Research on focus school and its bilingual program.</b></p>	<p>-Candidate consults a range of print, non-print, and face to face resources to learn about challenges of bilingual programs in general and specific programs in particular. -Candidate's work reflects knowledge of the most important challenges and issues facing bilingual education.</p>	<p>- Candidate consults a minimal number of resources on the topic of bilingual education. Very limited or no stakeholders were consulted. - Candidate shows limited understanding of the issue and although conducts research to increase his/her knowledge and understanding of the issue identified, falls short of making a strong contribution.</p> <p>Points Awarded:</p>	<p>- Candidate uses a range of resources on the topic of bilingual education. Stakeholders were consulted and their voices make enhance the project. - Candidate has satisfactory understanding of the issue and conducts sufficient research to increase his/her knowledge and understanding of the issue identified.</p> <p>Points Awarded:</p>
<p><b>Breadth of ideas / adequacy of recommendations / solutions proposed</b></p>	<p>-Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on students' learning. -Candidate serves as a professional resource in their educational community. (Practice: Professional Practice) TESOL 2.b.4,5b; <b>RIPTS 2.</b></p>	<p>- Candidate's analysis demonstrates limited awareness of the impact of socioeconomic status, race, religion, class, national origin, disability and gender on ESOL students' learning. - Candidate presents a limited number of recommendations or solutions for the issue identified and does not specifically identify an audience outside of the</p>	<p>-Candidate demonstrates satisfactory knowledge about the impact of socioeconomic status, race, religion, class, national origin, disability, and/or gender on ESOL students' learning. - Candidate presents an appropriate number of recommendations or solutions for the issue identified and implies the identification of an</p>

## Current Issues in Bilingual Education

		context of the assignment. Points Awarded:	audience outside of the context of the assignment. Points Awarded:	influence an audience outside of the context of the assignment. Points Awarded:
<b>Professional Impact</b>	<p>-Candidate designs professional resources with practical applications to readers invested in the education of language minority students.</p> <p>-The product resulting from this project is appealing, useful, and responds to high professional standards.</p> <p>Practice: Communication and Expression TESOL 5b, 5c.</p>	<p>- Candidate's work lacks the impact and professionalism expected.</p> <p>- The resulting product only approaches the mark in terms of usefulness or aesthetics and it responds minimally to high professional standards.</p> <p>Points Awarded:</p>	<p>- Candidate's work demonstrates a satisfactory level of academic impact and professionalism.</p> <p>- The resulting product adequately responds in terms of usefulness and aesthetics as it demonstrates high professional standards.</p> <p><b>More use of Graphics/charts would have enhance this project.</b></p> <p>Points Awarded:</p>	<p>- Candidate's work demonstrates a superior level of academic impact and professionalism. The paper extends what is known about this particular minority group.</p> <p>- The resulting product shows superior levels of appeal, usefulness and professional standards.</p> <p>Points Awarded: <b>5</b></p>
<b>Academic Proficiency in English including Length, and APA references.</b>	<p>-Candidate presents information in a highly professional manner that will serve the local educational community; Writing is a model of English academic proficiency (school, district)</p> <p>(5.b.2, 5.c.4) Model Academic Proficiency in English.</p> <p>(Professionalism: Professional Ethics). TESOL 5.c.4. RIPTS 10.</p>	<p>- Candidate demonstrates some degree of professionalism in the presentation of information for academic public audiences.</p> <p>-Candidate demonstrates some level of proficiency in English for academic purposes; but errors are noted in sentence structure and mechanics.</p> <p>-Informal style not as suitable for an academic audience.</p> <p>-Conclusion missing or not effective.</p> <p>Points Awarded:</p>	<p>- Candidate demonstrates a satisfactory degree of professionalism in the presentation of information</p> <p>- Candidate demonstrates satisfactory proficiency in English for academic purposes</p> <p>-Formal style appropriate for an academic audience.</p> <p>-Conclusion was effective.</p> <p>Points Awarded:</p>	<p>- Candidate demonstrates a high level of professionalism in the presentation of information</p> <p>- Candidate demonstrates a superior level of proficiency in English for academic purposes</p> <p>-Formal style appropriate for an academic audience.</p> <p>-Conclusion was powerful and summarizes the points made very well.</p> <p>Points Awarded:</p>

### Reflective Journal Guidelines: BLBC 515

#### What is a reflective journal?

A reflective journal - often called a learning journal - is a steadily growing document that you as a learner write, to record the progress of your learning.

A reflective journal is not a summary or a learning log. So, it is not...

- simply a summary of the course material. Focus more on your reactions to what you've read, and what you've been reading.
- a learning log. On a learning log you might write down the times and days when you read something. A log is a record of events, but a journal is a record of your reflections and thoughts.

Several research studies have found that writing aids learning. In other words, writing things down helps you make sense of what you've been learning. Just as the popular saying, "you don't know what you know till you've written it down", the journal is intended to serve as a means to monitor and assess your progress.

### How to write a reflective journal

Entries in a reflective journal can include:

- Points that you found especially interesting in your reading, and would like to follow up in more detail.
- Questions that came up in your mind, because of points made in material you read on this topic.
- After a class session (immediately after it, if possible) it's a good idea to reinforce your learning by trying to remember the main things you learned. Think "What were the three main points that were new to me, in the material I read today?" Write them down without looking at the course notes - then compare them with those notes, to make sure you remembered the points accurately.
- Notes from other material you read as a result of the course - whether this was publications cited, or relevant material that you happened to read (such as newspaper articles).
- A record of everything you read in this subject area, while you're doing the course, with a sentence or two on the main points an article was making and how useful you found it.
- Your reflections on this course, and how well it is meeting your needs.
- How your learning in this course is related to what you're learning in other ways.
- Thoughts that aren't yet fully formed, but that you want to refine later. This could include your feelings about the course and your progress in it, and theories that are developing in your mind.

Each time you submit a new entry for your reflective journal, read back and think over everything you've done since the last time. Which sources did you learn most from? Which did you learn least from, and why was that? (Did you know the material already?) Write a paragraph or two about the sources of your new learning.

### What form should it take?

Some people prefer to write at a computer keyboard, while others prefer to write by hand. Depending on your preference, a reflective journal could take any of these forms:

- A pad with very small pages - about the size of a shirt pocket or mobile phone. Every time you have a thought about the course, write it on a separate sheet of paper. Later, you can tear the pages out of the pad and sort them so that similar notes go together - e.g. the main points you learned, what you need to learn more about, references that you need to read, questions to ask the instructor, and so on.
- Later, you can transcribe the relevant notes in to a hard-bound notebook, in which you write clearly by hand. This will last for years, and will be a reference book for you, long after you finish the course.
- If you find it easier to write directly at a keyboard, print out each page of the journal as you finish it. You can store the pages in a loose-leaf binder, as a permanent record of your learning progress.

## Current Issues in Bilingual Education

- Even if you prefer to read from a computer screen, my suggestion is that you keep a printed copy as well.
- It doesn't have to be all plain, linear text. Feel free to use varied forms of writing: quotations, tables, diagrams, and pictures (either sketched by you, or found elsewhere).

Whichever form you first write the journal in, you'll need to submit each entry section in this Journal space in blackboard.

### How much time should I spend on this? How much should I write?

If you make notes whenever you think of something, the only extra time it will take for the journal is to type it out - maybe an hour a week. As a rough guide, I expect a learning journal to have at least two pages and a maximum of six pages. You must write a total of 6 entries: 1 journal for each major section in the Garcia's book (there are 4 major sections); 1 additional about any of these sections; and 1 for the conclusion. So, at the end of this course, you'll have written a minimum of about 12-15 pages.

### Marking

Because learning is such an individual thing, the marks for the learning journal will not vary much: mostly between 6 and 8 out of 10. You won't lose marks for poor spelling, or mentioning problems, or asking what might seem silly questions. You *will* get good marks by showing that you've been reading widely, and raising issues that flow from that reading, and making it clear that you have been thinking a lot about these issues.

### Suggested format for the reflective journal

This is one of many possibilities, but it will give you some idea of the types of question that you can usefully ask yourself. Feel free to modify this format to suit your needs.

This format will help you organize your thoughts quickly, so that then you are able to write the final entry more efficiently and quickly. Do NOT submit the following format in your journal space in blackboard. This format is only for you.

Your name	
Session date	
Session number	
Session topic	
What did I read for this session (apart from the notes)?	
What was the most interesting thing I read for this session (mark it above with an asterisk) - why was that?	
What were three main things I learned from this session?	
What did I previously think was true, but now know to be wrong?	

What did we not cover that I expected we should?	
What was new or surprising to me?	
What have I changed my mind about, as a result of this session?	
One thing I learned in this session that I may be able to use in future is...	
I am still unsure about...	
Issues that interested me a lot, and that I would like to study in more detail	
Ideas for action, based on this session...	
What I most liked about this session was...	
What I most disliked about this session was...	
Miscellaneous interesting facts I learned in this session...	

Adapted from: <http://www.audiencedialogue.net/journal.html>

### **Relationship to the Professional Program and the Conceptual Framework of the FSEHD**

BLBC 515 is a required course for the bilingual endorsement program. Depending on special circumstances, it is also an elective offering in the M.Ed. in TESL. This course seeks to promote sustained and specialized reflection (looking inward) and inquiry (looking outward). The PAR model (Planning, Acting, and Reflecting) outlined by the conceptual framework of FSEHD is the model followed in this bilingual endorsement and different components of it are highlighted within the required coursework. BLBC 515 places an emphasis on the Reflecting and Acting components on the model. During the course, students have recurring opportunities to critically examine and experience current issues and challenges in developing the bilingual abilities and literacy skills of emergent bilingual students.

### **Relationship to the Conceptual Framework of the FSEHD**

*As a required course in the bilingual endorsement, this course relates to the knowledge base in the following ways:*

1. Reflective and inquiring practitioners strategically align to all education stakeholders, namely, school and state officials, students, and other educators for the overall benefit of our democratic

society. They adopt attitudes and educational positions according to lived experiences and knowledge but also according to both the situation in which they find themselves and dynamic principles gleaned from formal study, their own experience, and collaboration with others. They draw upon knowledge and theory, in this case about bilingualism and bilingual education, which are both experience-based and research-based. **[PAR; Practice: Professional Practice]**

2. Reflective and inquiring practitioners have a solid understanding about the impact of diversity, culturally and linguistically responsive practices on development and learning of culturally diverse students.

**[Knowledge: Domain-Specific Knowledge; Diversity: Individual Differences and Cultural Diversity]**

3. Reflective and inquiring practitioners pose meaningful and essential questions at the core of the bilingual education field that are appropriately analyzed and shed light on the issue in a new context close to the practitioner (**Knowledge: Metacognitive Knowledge**).
4. Reflective practitioners apply the principles of equity, inclusion, and intercultural understanding to the teaching of linguistically and culturally diverse students. They appreciate, accommodate, and advocate for their students' and families' distinctive needs. **[Diversity: Individual Differences and Cultural Diversity]**
9. Reflective practitioners recognize that schools, families and communities must work together, and educators collaborate within schools to support student learning and growth and use of biliteracy to promote democratic values in their own communities and beyond. **[Professionalism: Collaboration]**

### ***RIC Policies***

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): [http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.

Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.