

Department of Leadership, Educational Psychology and Foundations

Foundations of Language-Minority Education
EPFE 505-1
Summer 2009

Northern Illinois University

Instructor

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Office Hours

I will be available for student appointments before and after class during summer session.

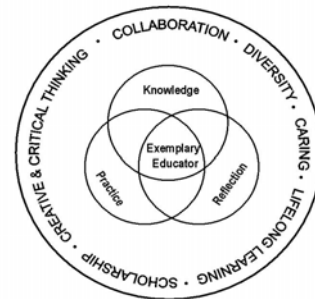
Class Schedule

Monday – Thursday 1:30 – 5:00 PM
June 15 – July 2, 2009

Conceptual Framework

This course ascribes to a conceptual framework for all courses offered by the College of Education and other programs at NIU that prepare professional educators. During the semester, you should be aware of what we do in this course that may reflect components of the following statement:

The NIU community of learners builds on knowledge, practice, and reflection to produce exemplary educators. The community encompasses scholars, education professionals, and pre-service teachers in an interaction that develops the strengths that embody excellence in education. These strengths include creative and critical thinking, scholarship, and caring. Application of these strengths emerges through the collaborative efforts of a diverse community which supports lifelong learning.



Accommodations for Students with Disabilities

NIU abides by Section 504 of the Rehabilitation Act of 1973 which mandates reasonable accommodations be provided for qualified students with disabilities. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Center for Access-Ability Resources (CAAR), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The CAAR office is located on the 4th floor of the University Health Services (815.753.1303). I look forward to talking with you soon to learn how I may be helpful in enhancing your academic success in this course.

Academic Integrity

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another or use unauthorized notes or other aids during an examination or turn in as their own a

paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course which the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the department chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an F for that course. The faculty member shall notify the student in writing whenever such action is taken, and the [University Judicial Office](#) shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case, which will be placed in the student's judicial file. In all matters where the charge of academic misconduct is disputed by the student or if the faculty member feels a sanction greater than an F in the course is appropriate (such as repeated offenses or flagrant violations), the faculty member shall refer the matter to the University Judicial Office, making use of the Academic Misconduct Incident Report. Additional sanctions greater than an F in a course can be levied only through the University Judicial System or through the university's research misconduct procedures noted below. Suspension or dismissal from the university for academic misconduct will result in a notation of that action on the transcript of a graduate-level student.

The university has adopted additional policies and procedures for dealing with research misconduct among its students, faculty, and staff. The guidelines, entitled Research Integrity at Northern Illinois University, are available in department offices, in the office of the dean of the [Graduate School](#), and online at www.niu.edu/provost2/facpers/appm/12.htm, and pertain to the intentional commission of any of the following acts: falsification of data, improper assignment of authorship, claiming another person's work as one's own, unprofessional manipulation of experiments or of research procedures, misappropriation of research funds.

If a graduate student fails to maintain the standards of academic or professional integrity expected in his or her discipline or program, the student's admission to the program may be terminated on recommendation of the student's major department. A statement on students' rights to the products of research is available in department offices, in the office of the dean of the Graduate School, and online at www.niu.edu/provost2/facpers/appm/111.htm. (Northern Illinois University Graduate Catalog, 2008, General Regulations, Academic Integrity).

COURSE DESCRIPTION

Examination and analyses of the historical and social contexts of language minority education in the United States, with emphases on bilingual education and the instruction of English as a second language in elementary, middle, and high schools.

COURSE OBJECTIVES

At the conclusion of the course, students will be able to:

1. Analyze the political, social, and educational issues that contribute to the formation of language policy at local, state, and federal levels.
2. Understand the historical events that have contributed to the development of programs for teaching English language learners in schools, including programs for adult English language learners if preferred.
3. Critique instructional models and research which underpin the effective practice of teaching English language learners.

COURSE REQUIREMENTS

- **Reflection papers (20 points):** Two pages each, based on class discussion from previous day's assigned readings (2 papers X 10 points = 20 points).
- **Article presentation (20 points):** Select an article related to the historical, legal, political, or theoretical aspects of bilingual education. Prepare a presentation with handout for the class that includes a summary of the theoretical framework, the method, conclusions, as well as your critical evaluation of the article. In this last segment, you can mention theoretical inconsistencies, methodological flaws, relevance issues, and how would you improve the study. Final product of this assignment will include a short oral report to class and a brief (3-4 page) written summary. **To be posted to LiveText.**
- **Group discussion (20 points):** Students in small groups will lead class discussion from assigned readings. Groups will be responsible for leading class discussion on the characteristics of bilingual programs. In addition to required readings, groups will use additional sources, such as Internet sources to supplement the assigned readings.
- **Final project (40 points):** Develop a case study of a local school program for teaching English language learners using the structure discussed in class. **To be posted to LiveText.**

EVALUATION

92-100 points	A (excellent; exceeds expectations)
80-91 points	B (satisfactory; consistently meets expectations)
70-79 points	C (marginal; does not meet expectations for graduate-level work)
< 70 points	F (unsatisfactory; insufficient performance for any credit)

If participants are not able to complete all assignments by the end of the semester **due to circumstances beyond their control**, an incomplete may be requested. To convert the incomplete to a letter grade, all work must be submitted to the instructor no later than __. It will be the responsibility of the student to remember that final due date. After __, any incomplete for this course will be converted to a permanent incomplete by the Graduate School and no credit will be earned.

ATTENDANCE POLICY

Learning is a shared experience; therefore, attendance and participation in class are required. Our teacher preparation program takes the professionalism of its students seriously. Attending class is considered mandatory to demonstrating professionalism. Attendance will be recorded at class meetings. It is your responsibility to ensure you have signed the attendance sheet. If you are late or leave early, you must indicate this on the attendance sheet. If you are absent, late, or leave early, you are still responsible for the information, handouts, and assignments for that class. If you miss more than three class periods I will make a referral to the Dispositions Coordinator for a consultation. Excessive tardiness may also result in a referral to the Dispositions Coordinator. If you miss more than 5 class periods, your grade will suffer greatly.

In the event of dangerous weather, please check the NIU website for campus closings. Generally the campus will remain open. It is up to you to determine if you can make it to class safely. Please do not risk your life in order to come to class. While your input is valuable, it is not worth your life!

LATE ASSIGNMENTS

- All assignments are due at the beginning of class.
- A deduction of 20% of the total possible points will be made for each class period an assignment is late, regardless of the reason.
- If you are unable to attend class the day that an assignment is due, e-mail it to me by the time class starts to receive full credit.
- No late team projects/presentations will be accepted.

REQUIRED READING

Crawford, J. (2004). *Educating English Learners: Language Diversity in the Classroom* (5th ed.). Bilingual Education Services, Inc.

Samway, K.D., & McKeon, D. (2007). *Myths and realities: Best practices for English language learners* (2nd ed.). Heinemann.

These texts can be purchased from the University Bookstore or Village Commons Bookstore in DeKalb. Call UB at 800.999.6488. Call VCB at 800.700.4868. Or go online to either bookstore. The books will be shipped to you by UPS. If you order through another source, such as Amazon.com, be sure you order the correct edition.

TENTATIVE SCHEDULE

Session	Date	Topic	Assigned Readings
1	June 15	Course overview; introductions Current issues in language minority education	
2	June 16	Diversity and demographics	Crawford, pp. 2-77
3	June 17	History and legal background (1)	Crawford, pp. 80-156
4	June 18	History and legal background (2) Theory (1) <i>First reflection paper</i> <i>Organize interview project and student-led discussion work groups</i>	Crawford, pp. 158-245
5	June 22	Theory (2)	Crawford, pp. 158-245
6	June 23	Practice <i>Article presentations</i>	Crawford, pp. 248-309
7	June 24	Politics <i>Article presentations</i> <i>Group discussion</i> <i>Second reflection paper</i>	Crawford, pp. 312-384 Assigned article
8	June 25	Bilingual Programs <i>Group discussion</i> <i>Article presentations</i>	Assigned article
9	June 29	Bilingual Programs <i>Article presentations</i>	Assigned article
10	June 30	Myths and Realities in bilingual education	Samway & McKeon, pp. 1- 70
11	July 1	Myths and Realities in bilingual education The Bilingual Debate	Samway & McKeon, pp. 71-172 Selected article
12	July 2	Case study reports Course synthesis and evaluation	

DEVELOPING THE CULMINATING CASE STUDY

Purpose: This assignment demonstrates an understanding of how programs for teaching English language learners are structured, and how they reflect knowledge of curriculum and second language acquisition. The outline may follow any of the readings presented by the teams in the group discussions. If your interest is teaching adult English language learners, you should focus your case study on your local community college provider.

Components: Each case study final report will consist of the following components:

1. A presentation of basic data about the program, including staff, students, and the community.
2. A discussion of the main characteristics of bilingual programs as they occur in the program.
3. A discussion of how those practices relates to the general literature of the field, including state standards.
4. Recommendations to improve the quality of the services provided by the program.
5. Visual display of findings using PowerPoint.

Evaluation: Each case study will be evaluated using a rubric that will be available at the beginning of the course. Students may work in teams, in which case each team member will also be required to submit a one-page discussion of personal contribution to this project and an overall reflection on what has been learned from personal involvement in the assignment.

Format: The written report will follow standard APA guidelines (*Publication Manual of the American Psychological Association, 5th ed.*). Length of final written report should be approximately 10-12 pages (not including title page), using 12-point font. All lines should be double-spaced; margins should be one inch. Be sure to number pages beginning immediately following the title page. Title page should include name of assignment, your name, the due date, the instructor's name, and the course title and number. The final written report and PowerPoint will be posted to Live Text.

Schedule: The instructor will establish a schedule at the beginning of the semester for due dates and for student presentations of final products. In addition, the instructor may also require submission of component pieces before the final project is due.

Suggested sources: You should consider a variety of resources for conducting this case study. The student presentations will provide valuable guidance. Another essential resource will be interviews with key stakeholders such as teachers, directors, parents (if relevant), and other community members. Another essential resource would be the Illinois State Board of Education rules and regulations concerning transitional bilingual programs (<http://www.isbe.net/rules/archive/pdfs/228ARK.pdf>), the Interactive Illinois Report Card (<http://iirc.niu.edu/>), and the eReport Card Public Site (<http://webprod.isbe.net/ereportcard/publicsite/default.htm>). Also, refer to the English language proficiency standards (http://www.isbe.net/bilingual/pdfs/elps_framework.pdf) which drive local curriculum and assessment. For students interested in adult English language learners, become familiar with the ICCB (<http://www.iccb.il.us>), as well as with your local community college. Refer to the James Crawford text, *English Language Learners* (5th ed.) for developing the historical context for your case study. Finally, make use of the many Web-based and print resources available to you for developing your discussion of second language acquisition and for developing the community context for your case.

RECOMMENDED READING

The subject of teaching English language learners is vast and constantly expanding. Participants in this course are encouraged to develop a plan for systematic learning, a plan for continuing personal development. Daily newspapers and weekly newsmagazines provide easily accessible sources for stories about issues surrounding the teaching of English language learners in the US and beyond. You will find on the PowerPoint presentations a list of recommended reading and Web-based sources which will provide further direction for the educator who is seeking to better understand issues related to the historical, legislative, and social context of teaching English language learners and their impact on schools and society in general. The following list contains book titles and articles of possible interest.

- August, D., and Hakuta, K. (1998) *Educating Language Minority Children* (Chapter 7). Washington D.C.: National Academy Press. (ERIC Reproduction Service No. ED 420737)
- Benesch, S. (Ed.). (1991). *ESL in America: Myths and possibilities*. Boynton/Cook.
- Beykont, Z.F. (Ed.). (2000). *Lifting every voice: Pedagogy and politics of bilingualism*. Harvard Education Publishing Group.
- Brisk, M. E. (2006). *Bilingual education: From compensatory to quality schooling* (2nd ed.). Lawrence Erlbaum.
- Cobb, Ch. (2004). *Improving Adequate Yearly Progress for English Language Learners*. Learning Point Associates. Available at <http://www.learningpt.org/pdfs/literacy/aypell.pdf>
- Crawford, J. (1992). *Hold your tongue: Bilingualism and the politics of "English Only."* Addison-Wesley.
- Commins, N.L., & Miramontes, O.B. (2005). *Linguistic diversity and teaching*. Lawrence Erlbaum.
- Cummins, J. (1989). *Empowering minority students*. California Association for Bilingual Education.
- Freire, P. (1985). *The politics of education: Culture, power, and liberation*. Bergin & Garvey Publishers.
- Garcia, E.E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. Teachers College Press.
- Genesee, F. (1994). *Educating second language children: The whole child, the whole curriculum, the whole community*. Cambridge University Press.
- Genesee, Fred., Kathryn LindholmLeary, William Saunders, and Donna Christian. (2005) English Language Learners in U.S. Schools: An Overview of Research Findings. *Journal Of Education For Students Placed At Risk*, 10(4), 363–385.
- Hones, D.F., & Cha, C.S. (1999). *Educating new Americans: Immigrant lives and learning*. Lawrence Erlbaum.
- Jimenez, R. (2005). *Moving beyond the obvious: Examining our thinking about linguistically diverse students*. Learning Point Associates. Available at <http://www.learningpt.org/pdfs/literacy/diverse.pdf>
- Krashen, S.D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Krashen, S.D. (1996). *Under attack: The case against bilingual education*. Language Education Associates.
- Lessow-Hurley, J. (1990). *The foundations of dual language instruction*. Longman.
- McKay, S.L., & Wong, S.C. (2000). *New immigrants in the United States*. Cambridge University Press.

- Miramontes, O., Nadeau, A., & Commins, N.L. (1997). *Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs*. Teachers College Press.
- Norton, B. (2000). *Identity and language learning*. Longman.
- Ovando, C.J. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 27,1, pp. 1-24.
- Parrish, T., Perez, M., Merickel, A. & Linqanti, R. (2006). *Effects of the implementation of Proposition 227 on the Education of English Language Learners*. WestEd. Available at http://www.wested.org/online_pubs/227Reportb.pdf
- Parrish, T.B, A. Merickel, M. Pérez, R. Linqanti, M. Socias, A.Spain, C.Speroni, P.Esra, L. Brock, D.Delancey (2006). *Effects of the Implementation of Proposition 227 on the Education of English Learners, K–12 Findings from a Five Year Evaluation*. Palo Alto: American Institutes for Research/ WestEd. Available at <http://www.air.org/news/documents/227Report.pdf>
- Porter, R. (1990). *Forked tongue: The politics of bilingual education*. Basic Books.
- Ricento, T., & Burnaby, B. (Ed.). (1998). *Language and politics in the United States and Canada: Myths and realities*. Lawrence Erlbaum.
- Robledo, M., Cortez, J. (2002) *Successful Bilingual Education Programs: Development and the Dissemination of Criteria to Identify Promising and Exemplary Practices in Bilingual Education at the National Level*. Intercultural Development Research Association. Available at <http://brj.asu.edu/v261/pdf/ar2.pdf>
- Robledo, M., Cortez, J. (2002). *What is valuable and contributes to success in bilingual education programs*. Intercultural Development Research Association. (ERIC Reproduction Service No. ED 469598)

EVALUATING THE REFLECTION PAPER

Purpose: to reflect in writing about discussion and assigned reading from previous class.

Student: _____ Date received: _____

Criteria	Unsatisfactory	Approaches Expectations	Meets Expectations	Score
Content	No evidence of attention paid to content of class discussion and reading.	Minimal evidence of assigned reading and class discussion.	Adequate attention to assigned reading and class discussion.	
<i>Scoring range</i>	<i>0</i>	<i>2</i>	<i>2</i>	
Level of reflection	No evidence of attempt to offer a personal reflection on subject matter.	Minimal evidence of reflection on at least one central theme of the reading and discussion.	Adequate attention to reflection in linking content to personal experience, prior thoughts, and effort to understand personal stance on specific issues.	
<i>Scoring range</i>	<i>0</i>	<i>3</i>	<i>4</i>	
Mechanics	No attention to writing mechanics.	Some errors but not enough to detract from central message.	Few if any errors of punctuation, spelling, and formatting.	
<i>Scoring range</i>	<i>0</i>	<i>2</i>	<i>2</i>	
Attention to due date	More than one day late.	Late one day.	Handed in on time.	
<i>Scoring range</i>	<i>0</i>	<i>2</i>	<i>2</i>	
TOTAL				

EVALUATING THE GROUP DISCUSSION

Purpose: to facilitate class discussion on assigned reading.

Student: _____ Date received: _____

Criteria	Unsatisfactory	Approaches Expectations	Meets Expectations	Score
Participation	No evidence of participation.	Some evidence of participation.	Good participation; contributes a fair share without dominating others' efforts.	
<i>Scoring range</i>	<i>0</i>	<i>1</i>	<i>2</i>	
Technology	No evidence of technology.	Some attempt to incorporate technology into presentation.	Adequate attempt to incorporate technology into group discussion; including the dissemination of new Web-based and other resources relevant to discussion topic.	
<i>Scoring range</i>	<i>0</i>	<i>1</i>	<i>2</i>	
Supplemental resources.	No new supplemental resources	Some attempt to find additional resources.	Good effort at introducing new resources that supplement assigned readings.	
<i>Scoring range</i>	<i>0</i>	<i>1</i>	<i>2</i>	
Quality of class discussion	Little if any interaction with classmates.	Some effort at engaging classmates in discussion.	Facilitation leads to lively class discussion.	
<i>Scoring range</i>	<i>0-1</i>	<i>2-3</i>	<i>4</i>	
TOTAL				
				_____ x 2 = _____

EVALUATING THE ARTICLE PRESENTATION

Purpose: to learn about current issues in bilingual education from a scientific perspective

Student: _____ Date received: _____

Criteria	Unsatisfactory (0)	Approaches Expectations (1)	Meets Expectations (2)	Score
Content	No evidence of linking content to course content.	Some evidence of linking content to course content.	The content relates directly to content discussed in class.	
Selection of article	No effort shown to identify a relevant article to one of the themes studied in class.	Selection of article is adequate.	Shows careful thought and in selecting an article dealing with the historical, legal, political, or theoretical aspects of bilingual education.	
Critical analysis	No critical analysis of the article.	Minimal attempt to provide an critical analysis of the article. .	Good effort at analyzing the article and providing a critical perspective, including suggestions to improve the study.	
Written summary & analysis	No written report.	Minimal attempt to provide an analysis of interview.	Good effort at analyzing interview by linking comments to various themes and topics from assigned readings.	
Oral report	No oral report.	Adequate oral report.	Good report showing obvious links of interview responses to subject matter.	
TOTAL				_____ X 2 =

EVALUATING THE CULMINATING CASE STUDY

Purpose of this assignment: to demonstrate ability to analyze a local program for English language learners and to relate findings to the literature. The first four criteria refer to the written report. The final criterion refers to the PowerPoint or poster display.

Student: _____ Date received: _____

Criteria	Unsatisfactory (0)	Marginal (1)	Satisfactory (2)	Exceeds Expectations (3)	Score
<i>Organization</i>	No apparent organization; no statement of purpose; no attempt to relate to audience.	Loosely organized; purpose not clearly stated.	Organization is evident; statement of purpose is implied.	Clearly organized; clearly articulated purpose for intended audience; internally coherent.	
<i>Relevance</i>	No clear development of main idea; no obvious relationship to assigned topic or course content.	Context is not clearly developed; vague attempt to relate to available literature.	Inclusion of local data to support findings. Context links program to the larger literature base.	All components are clearly covered and demonstrate clear understanding of the local and state context, including state standards.	
<i>Mechanics</i>	Dominated by formatting and language errors (grammar, spelling, margins, spacing, page numbering, font, etc.)	Frequent formatting and language errors (grammar, spelling, margins, spacing, page numbering, font, etc.)	Occasional errors in formatting and language use, not enough to distract from the content.	Few, if any, errors in formatting or language use; mechanics are sound.	
<i>Documentation</i>	No documentation.	Minimal attempt at documenting sources.	Satisfactory effort to document from a variety of sources, including primary and secondary sources.	Excellent sources; variety of primary and secondary sources from books, journals, and other media, as well as interviews with key stakeholders.	
<i>Visual display</i>	No attempt to develop a visual display of findings, either through PowerPoint or poster.	Minimal effort to develop a visual display of findings, either through PowerPoint or poster.	PowerPoint or poster includes all relevant data in a neat and accurate manner.	PowerPoint includes creative use of data and graphics to demonstrate understanding of assignment.	
<i>TOTAL SCORE</i>					____ X 2.67 =