

Northern Illinois University

Summer 2009

**LTIC 535: TEACHING LANGUAGE MINORITY STUDENTS IN BILINGUAL PROGRAMS:
METHODS AND MATERIALS**

DeKalb, IL

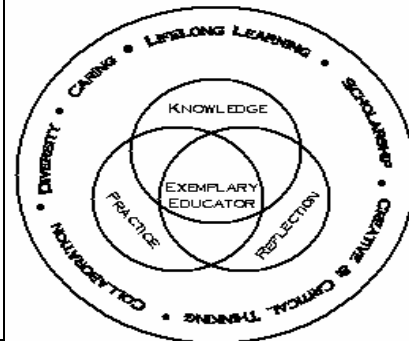
Gabel Hall - Room 108

Instructor

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Class Schedule

Time: Mondays - Thursday s 9:00-12:30
Dates: 7/13 - 7/30
Location: TBD, NIU Naperville Campus
Office Hours: By appointment
Department Website: www.cedu.niu.edu/ltc



Course Description

A COMMUNITY OF LEARNERS

This course is designed to help students examine and apply instructional approaches and materials in bilingual programs in elementary, middle and high schools. The course objectives are:

- ◆ To identify the goals of bilingual education.
- ◆ To analyze various models of implementation in terms of their related goals
- ◆ To identify theoretical approaches which promote the most positive outcomes for the student, academically and personally.
- ◆ To implement methods characteristic of those approaches.
- ◆ To integrate the use of technology with those methods
- ◆ To plan and carry out lessons appropriate to those methods
- ◆ To identify and use culturally and linguistically appropriate materials and methods according to the individual needs of the students
- ◆ To devise plans to integrate language minority parents and the community into the classroom community of the learners.

REQUIRED TEXTS

Books:

These books can be ordered by calling the University Bookstore at 1-800-999-6488. They will be shipped directly to you by UPS 2-day ground. You can also call the Village Commons Bookstore at 1-800-700-4868. Other options for ordering textbooks include the following websites: www.niubookstore.niu.edu; www.vcbs.com; www.varsitybooks.com; www.bigwords.com; www.anystudent.com. Also, I checked on **Amazon.com** on 7/18/07 and they were offering both books together for \$87.90.

Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston: Heinle & Heinle.

COURSE ASSIGNMENTS

1. Discussion Facilitator

(8 points)

You will join a group and then help facilitate your group's discussion of one of the required readings by composing **ONE overhead transparency** (or PowerPoint slide if computer equipment and projector are available) with **TWO questions** that evidence analysis, reflection, and critical thinking. HINT: be creative and visual with your overhead/slide. It does make a difference in how your audience responds to your material.) A sign-up sheet for discussion dates will be available the first day of class.

2. Mind Maps

(12 points)

You will do 2 mind maps of the key points of the readings. Refer to the Class Schedule for readings and due dates.) A mind map is a 1 page graphic organizer that represents the key points of the chapter and relevant details. Mind maps use a minimal amount of text, and a maximum amount of color and visual representations of ideas. Mind mapping will be described and demonstrated in the first class meeting. Each mind map is worth 6 points.

3. Reflections

(20 points)

Prepare 2 reflections (of no more than one SINGLE SPACED page in length) in which you analyze the issues in the readings assigned for the class sessions. Your task is to relate theory to practice. Please do not exceed the one page limit. The idea is that your reflections be succinct. Relate your reflections to the course readings and discussions, as well as to your other teaching and learning experiences. Refer to the Class Schedule for due dates. Each reflection is worth 10 points.

4. Discovery Interview & Analysis

(20 points)

The purpose of this assignment is to discover what people's attitudes, beliefs, and expectations are about bilingual education and English language learners in US schools and society and reflect on them. You will analyze these views based your own knowledge of bilingual education and point out convergences and divergences with bilingual theory, research, and practice. You should also comment on whether your subject/s' views are likely to help or hinder the bilingual student. Then you will suggest ways in which what you have learned will help you advocate for bilingual education and the rights of English language learners with students, parents, teachers, and the general public.

You have several options about who your interview subject/s are. You can interview a student, or students, teacher/s, school administrator/s, parents, or others about language education for non-native English speakers in the nation's schools. For example, you might decide to interview one or more English language learners (ELLs) in a school about how they perceive their school experience from the point of view of a bilingual student. From what you discover about their perspectives, you might interview native English-speaking students in the same school and compare their perspectives with the ELLS. You might want to interview an English language learner,

his/her parent, and teacher and compare their beliefs, expectations, etc. Remember that if the subject is a minor (under 18 years of age), you will need to secure written permission of the parents or legal guardians. Attach that permission sheet to your paper.

The length of the report should be approximately 2½ -3 pages, double-spaced. Be sure you start by telling your reader who you interviewed, where you interviewed him/her/them, what their respective roles were (e.g., student, teacher, ESL or content, etc.). Then you can proceed with your findings. Look for themes in your interview/s and organize your paper accordingly.

You should plan to tape record your interviews (with the subject's permission) although you will not be required to type a complete transcript of your oral interview. The taped interview will serve as a permanent record of your primary source material. Be prepared to discuss your findings in class.

6. Bilingual Program Design Project (40 points)

Assume that you are part of a team that is designing or redesigning the bilingual education program for your school. Your team has complete autonomy and responsibility for designing the bilingual education program. Your plan should include your decisions on at least the following elements.

PROGRAM DESIGN

Name of model and your goal/vision (including what grades the program covers)

Language distribution across the program

Language distribution across subjects

Language distribution within the classroom

Staff development

How language will be integrated with content

How language(s) will be developed

How literacy(ies) will be developed

How the model will integrate with other programs within the school

Assume you are going to present a Position Paper to the school district administrators and school board, supporting the bilingual program model created in the above section. Write the paper using the LiveText template, describing the elements and then justifying the decisions made for your model. Your justifications for each element should be based on theory, research, and practice in effective bilingual instruction and design.

COURSE POLICIES

Requirements for submitting all written work:

- LiveText submissions will be required for some work, such as reflections and program model position paper.
- Free of typographical and grammatical errors. Use spellcheck and then proofread. **Use** the Grammar Tips sheet on the LT. If you know you have a problem in this area, find someone to help you. NIU has resources for providing writing assistance to students. Points will be deducted for spelling and grammar errors. This policy is to help you produce graduate quality work and improve your ability to model good writing and grammar skills for your own students.
- Writing should be in a formal, academic style, also known as expository writing (as opposed to a casual conversational style), unless otherwise noted. If you have any questions about what constitutes a formal style of writing, consult the American Psychological Association Publication Manual.
- If you refer to other authors' work in your papers, make sure to include the full citation in a reference list at the end of your paper. Consult the Publication Manual of the American Psychological Association (5th ed.) for proper citation forms.

Assessment:

◆ Discussion Facilitator	8 points
◆ Mind Maps (2 @ 6 points ea)	12 points
◆ Reflection Papers (2 @ 10 points ea)	20 points
◆ Discovery Interview & Analysis	20 points
◆ <u>Bilingual Education Program Design</u>	<u>40 points</u>
TOTAL	100 points

Grading:

100 -90 points	A
89 -80 points	B
79 - 70 points	C
69 - 60 points	D
59 - 0 points	F

College of Education Grading Policy:

Grades assigned in this course are intended to reflect academic performance and achievement relative to defined levels of expectation. They provide a basis for comparison with the performance of other students enrolled in this course over a period of time. The following are the grade interpretations for this course.

- A** Outstanding achievement. Represents truly superior performance
- B** Fully satisfactory achievement. Represents performance that thoroughly satisfied the criteria established for awarding graduate credit. It will usually be the most frequent grade awarded in a graduate level course.
- C** Marginal achievement. Represents performance that minimally satisfies the criteria for awarding graduate credit.
- D & F** Unsatisfactory achievement. Represents performance that was insufficient to satisfy the criteria for awarding graduate credit.

Assignments Late Policy and Incompletes:

All assignments are expected to be handed in on the specified due date. Those that are not submitted on time will be given a reduced grade (10% of the total amount of points earned for assignment) for every week late, or they may be rejected, at my discretion. Please note that I rarely make exceptions for late work, and I do not accept assignments after the final class meeting. If you are unable to complete all the assignments by the end of the class due to emergency circumstances beyond your control (e.g., serious illness and/or hospitalization), an Incomplete may be requested and granted, at my discretion. To convert the incomplete to a letter grade, all work must be submitted to me no later than the date indicated by the Graduate School. In the past, this date has been the end of the following semester (including the summer semester as one term). However, the Graduate School is in the process of changing its policy. It will be your responsibility to contact the Graduate School to determine that final due date. After that date, any Incomplete still on record will be converted to a grade of F by the Graduate School.

Attendance:

This course depends heavily on classroom participation and discussion. Your contributions to class discussions are valuable and necessary. Therefore, your attendance at all classes is mandatory. This includes arriving promptly when class begins and remaining until class is dismissed. **Two points will be deducted for each absence from class.** Late arrivals and early departures are very disruptive to the flow of the classroom. Plan your schedule accordingly so that you arrive at the start of class. The grading scale has a 10-point spread between A and B. In my mind, all students start with 100 points. I expect that your assignments will reflect the highest quality and will therefore receive the maximum points.

COURSE STATEMENTS**NIU 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."

Academic Integrity:

Academic integrity is expected of all students. 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 if they copy the work of another during an examination or turn in a paper or assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the "Faculty Guide to Academic Misconduct" issued by the University Judicial Office.

Instructional Accommodations:

Your success as a student is of utmost importance to me. If you have special needs or requirements that may have some impact on your work in this class, and for which you may require exam and/or other types of accommodations, please contact me early in the semester so that appropriate accommodations can be made in a timely manner. Please feel free to contact me by phone or e-mail to schedule an appointment. The NIU Center for Access-Ability Resources (CAAR), located on the 4th floor of the University Health Services (815-753-1303), is the designated office on campus to provide services and accommodations to students with diagnosed special needs. You will need to provide documentation of your special needs to this office.

(Syllabus subject to minor revisions as needed during the semester)

CLASS SCHEDULE & READINGS

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Meeting 1, 7/13 (Monday)	Introduction to Course and Bilingual Education Issues Core Principles for LTIC 535, How to Mind Map 2, Rubrics, Grammar Help, What Is and Isn't Plagiarism NOTE: When you see "BTC" by a handout, it means to print it out and Bring To Class IRC Program Model Matrix Critical Features of Bilingual Programs
Meeting 2, 7/14 (Tuesday) READING:	Primary Language Instruction for ELLs, Bilingual Program Designs, Controversy Readings: Lessow-Hurley, <u>Language Distribution</u> in <i>Primary Language Instruction for Limited English proficient students</i> Díaz-Rico & Weed, <i>Program (Organizational) Models</i> Miramontes et al, <i>Basic Premises & Simultaneous Use of Both Ls</i>
Meeting 3, 7/15 (Wednesday) READING:	Language Distribution Issues, Codeswitching/Mixing Readings: Cloud, Genesee, & Hamayan, pp. 37-39 Faltis, <u>Language Alternation</u> in <i>Learning to teach content bilingually</i> Genesee et al., <i>Bilingual Code-mixing</i> Major Uses of Codeswitching Handout BTC Faltis Cueing System Handout BTC Due Today: MIND MAP # 1
Meeting 4, 7/16 (Thursday) READING:	Language & Cultural Identity, Oral Language Development Reading: Brisk et al., <i>Linguistic Context, Classroom Implementation</i> (focus on sample Unit) Cloud, Genesee, & Hamayan, Chapter 4 LTIC 535 Discovery Interview Questions BTC
Meeting 5, 7/20 (Monday) READING:	Literacy and Language Distribution Readings: Rubin & Carlan, <i>Using writing to understand bilingual children's literacy development</i> Ulanoff & Pucci, <i>Read alouds & second language vocabulary acquisition</i> Lira, <i>Spanish language reading materials: A key resource in the development of biliteracy</i> Due Today: REFLECTION PAPER #1
Meeting 6, 7/21 (Tuesday) READING:	Teaching Literacy in Two Languages Readings: Cloud, Genesee, & Hamayan, Chapter 5 Miramontes et al., <i>L1 Literacy alone or L1 & L2?</i> Cloud et al., <i>Dual Language Instructional Planning Guide</i>
Meeting 7, 7/22 (Wednesday) READING:	Teaching Content, Language & Content Objectives Readings: Cloud, Genesee, & Hamayan, Chapter 6 Milk, <i>Integrating language and content: Implications for language distribution</i> Jacobson, <i>Allocating two languages</i> Due Today: MIND MAP # 2
Meeting 8, 7/23 (Thursday) READING:	Assessment, Model Lessons & Assessment Readings: Cloud, Genesee, & Hamayan, Chapters 7, 8, & 9 Due Today: REFLECTION PAPER # 2
Meeting 9, 7/27 (Monday) READING:	Authentic Purpose for Learning, Learning by Doing Readings: Montecel & Cortez, <i>Criteria for exemplary practices in bilingual education</i> Due Today: DISCOVERY INTERVIEW & ANALYSIS
Meeting 10, 7/28 (Tuesday) READING:	Beliefs about Students, Planning & Involvement of Students Utilizing Technology in Teaching, Parental Involvement Readings: Díaz-Rico & Weed, <i>Parent and Community Participation</i> Villarreal, A., <i>Parents as first teachers: Creating an enriched home learning environment</i>
Meeting 11, 7/29 Wednesday READING:	Advocacy Readings: Díaz-Rico, <i>Influencing Language Policy</i> BTC Prager, <i>Representing ESL Students in the School Community</i> Due Today: DRAFT OF POSITION PAPER
Meeting 12, 7/30 Thursday	Due Today: POSITION PAPER on BILINGUAL EDUCATION PROGRAM DESIGN (Submit on LiveText)