COURSE REQUEST
5301 - Status: PENDING

Term Information

Effective Term
Spring 2016

General Information

Course Bulletin Listing/Subject Area
Education: Teaching & Learning

Fiscal Unit/Academic Org
School of Teaching & Learning - D1275

College/Academic Group
Education & Human Ecology

Level/Career
Graduate, Undergraduate

Course Number/Catalog
5301

Course Title
Foundations of Bilingual Education

Transcript Abbreviation
Fndtns Biling Educ

Course Description
This course will provide a space to discuss and deconstruct the history, theoretical foundations, and practices of bilingual education in the United States, with a particular focus on the experiences of immigrant children. Participants will explore the definitions and characteristics of bilingual education, including its historical, political, legal, and ideological foundations.

Semester Credit Hours/Units
Fixed: 3

Offering Information

Length Of Course
14 Week

Flexibly Scheduled Course
Sometimes

Does any section of this course have a distance education component?
No

Grading Basis
Letter Grade

Repeatable
No

Course Components
Seminar

Grade Roster Component
Seminar

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Sometimes

Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
n/a

Exclusions
n/a

Cross-Listings

Cross-Listings
n/a

Subject/CIP Code

Subject/CIP Code
13.0101

Subsidy Level
Masters Course

Intended Rank
Senior, Masters, Professional
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Identify the historical background, federal and state legislation, and major court decisions in bilingual education.
- Identify the theoretical and current research foundations of bilingual education, to include the relationship of language, culture, and cognition and theories concerning dual language development for emergent bilingual children.
- Describe various program models of bilingual education and assess them in relation to the characteristics of culturally- and linguistically-sustaining pedagogies for emergent bilingual learners.
- Articulate a professional philosophy of bilingual instruction through the identification and application of theories of bilingual/second language acquisition.
Content Topic List

• Discourses of Bilingualism
  • Linguistic diversity around the world
  • Role of language in schooling
  • Teachers as language decision makers & negotiators
• Bilinguals and Bilingualism
  • Who are emergent bilinguals?
  • Terminology & dimensions of bilingualism
  • Bilingual development
  • Language loss
• Language in Education
  • Language policy and education
  • Language and power
  • Language ideologies
• Theoretical Constructs and Empirical Evidence for Bilingual Education
• Program Models and Outcomes for Bilingual Learners
• The Effectiveness Debate: What Do We Know about Teaching Bilingual Learners?
• Assessment and Accountability
  • Identification, placement, and reclassification of bilingual learners
  • NCLB & ELLs
  • High stakes accountability
  • Assessing Ohio’s bilingual learners
• Principles for Bilingual Schooling
  • Educational equity
  • Affirming identities
  • Additive bi/multilingualism
  • Integration and social justice
• Affirming Identities and Funds of Knowledge in Bilingual Education
  • Funds of Knowledge
  • Cultural relevance in the curriculum
• Promoting Bilingualism through Integration
  • Multilingual/translanguaging pedagogies
  • Pathways to multilingual competence
  • Curricular and pedagogical practices
• Involving Families and Communities as Partners in the Education of Bilingual Learners
  • Building and sustaining community
  • Drawing on families’ Funds of Knowledge
  • Community/School Partnerships
• Bilingual Teachers as Advocates and Activists
Attachments

- BE Foundations Syllabus_EDUTL5301 (final).pdf: Foundations of Bilingual Education course syllabus
  (Syllabus. Owner: Gort,Mileidis)

Comments

- Approved by GSC 8/28/2015 (by Mercerhill,Jessica Leigh on 09/03/2015 10:11 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Gort,Mileidis</td>
<td>08/20/2015 06:04 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>09/03/2015 10:11 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheeryl L</td>
<td>09/03/2015 10:11 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTION
This course will provide a space to discuss and deconstruct the history, theoretical foundations, and practices of bilingual education in the United States, with a particular focus on the experiences of immigrant children. Participants will explore the definitions and characteristics of bilingual education, including its historical, political, legal, and ideological foundations. As part of this exploration, course participants will also study what it means—linguistically, cognitively, socially, culturally, and politically—to be a school-age emergent bilingual child in the US, and what the process of dual language development entails.

COURSE OBJECTIVES/LEARNING OUTCOMES/ASSESSMENTS

<table>
<thead>
<tr>
<th>Objective</th>
<th>Bilingual Education Endorsement Program Standard</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the historical background, federal and state legislation, and major court decisions in bilingual education.</td>
<td>Standard 3: Candidates demonstrate competence in the knowledge of the historical, philosophical and legal and theoretical underpinnings of bilingual education as well as an understanding of the range of bilingual programs and organizational models for providing instruction in a bilingual/multicultural setting.</td>
<td>In class activities, discussions, and quick write Bilingual Education Debate</td>
</tr>
<tr>
<td>3.1 Candidates discuss major historical events related to bilingual education in the U.S.</td>
<td>Standard 3: Candidates demonstrate competence in the knowledge of the historical, philosophical and legal and theoretical underpinnings of bilingual education as well as an understanding of the range of bilingual programs and organizational models for providing instruction in a bilingual/multicultural setting.</td>
<td></td>
</tr>
<tr>
<td>3.3 Candidates identify and discuss major goals, objectives, and rationales given by both proponents and opponents of bilingual education.</td>
<td>3.2 Candidates cite and explain multiple theories that support bilingual education.</td>
<td></td>
</tr>
<tr>
<td>3.4 Candidates identify and discuss major legislation and court cases that relate to the education of language minority students.</td>
<td>3.3 Candidates identify and discuss major goals, objectives, and rationales given by both proponents and opponents of bilingual education.</td>
<td></td>
</tr>
</tbody>
</table>

Identify the theoretical and current research foundations of bilingual education, to include the relationship of language, culture, and cognition and theories concerning dual language development for emergent bilingual children.

Standard 2: Candidates demonstrate competence in the knowledge of U.S. cultural diversity and the cultural background of the target and related populations.

In class activities, discussions, and quick write

Bilingual Education Debate

Vision Statement of Teaching Bilingual Learners; Roundtable Presentation
| 2.1 Candidates identify and describe characteristics of major language and cultural groups in Ohio.  
2.2 Candidates compare and contrast cultural values and behaviors of diverse language and cultural groups.  
2.3 Candidates demonstrate successful interaction with persons of diverse backgrounds in a way that shows cultural understanding and sensitivity. |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Describe various program models of bilingual education and assess them in relation to the characteristics of culturally- and linguistically-sustaining pedagogies for emergent bilingual learners.</strong></td>
</tr>
</tbody>
</table>
| **Standard 3: Candidates demonstrate competence in the knowledge of the historical, philosophical and legal and theoretical underpinnings of bilingual education as well as an understanding of the range of bilingual programs and organizational models for providing instruction in a bilingual/multicultural setting.**  
**3.5 Candidates describe at least four models of bilingual education.** |
| In class activities, discussions, and quick write  
Bilingual Education Debate |
| **Articulate a professional philosophy of bilingual instruction through the identification and application of theories of bilingual/second language acquisition.** |
| **Standard 4. Candidates demonstrate competence in the knowledge of and experiences in how first and second language acquisition theories apply to teaching across grade levels.**  
**4.1 Candidates identify and discuss at least three theories of second language acquisition and the instructional implications of each theory across grade levels.** |
| In class activities, discussions, and quick write  
Vision Statement of Teaching Bilingual Learners; Roundtable Presentation |
4.2 Candidates explain differences and similarities between first and second language acquisition.
4.3 Candidates identify and explain factors that impact second language acquisition (age, motivation, personality, etc.)

REQUIRED TEXTS


… plus various assigned articles and book chapters, available through CARMEN or handed out in class.

EXPECTATIONS

I expect you to perform at your highest potential. I will help you in any way I can to help you succeed, and I expect you do your part. Course requirements (listed below) will each be graded and awarded points as indicated for a total of 100 points, and grades will be calculated according to the following distribution:

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-66</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-65</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>59% or less</td>
<td></td>
</tr>
</tbody>
</table>

Attendance and Class Participation – Attend class, come prepared, and be an active participant in all class discussions and activities. Attendance and participation are essential to building your knowledge base and skill sets as a teacher and will be recorded for each class meeting. Punctuality is expected, and you are expected to attend each class for the full session unless you have been excused in advance or in case of emergency.

This course is highly interactive and requires significant in-class participation. Most sessions of this course will follow a seminar style. This means that you will be expected to influence these sessions through your questions, thoughtful responses, and discussion. You are expected to come to class having completed the reading assignments and prepared to discuss them. There are at least four distinct sources of evidence that one can invoke in a debate or to support one’s claims:
(a) a personal experience, (b) text/reading, (c) empirical research, and (d) theory. All of these vary in their strengths, in their relationships to each other, and in how well they coincide with what others think and claim. You should become very clear on the nature of the warrants that you use to support your claims. In all cases, my primary concern involves the thoughtfulness of your work. How substantively do you think about things? How carefully do you craft your arguments? How well do you understand the source(s) of your own beliefs? How well do you synthesize these things into a coherent argument that considers alternatives but also that respectfully challenges others to think things through?

**Written work** – All written work will be submitted via CARMEN and must:

- Be of professional quality, neatly presented, proofread for grammar usage, spelling, and punctuation.
- Be prepared on a computer using 12 point font, double spacing, page numbers, and a standard print (e.g., Times New Roman, Times, Geneva).
- Include your name, course number/name, date, and assignment title at the top of the first page.
- Be submitted on time. Late or incomplete assignments will not earn full credit.
- Be original work (i.e., written and conceived by you, with proper credit given to others’ words, ideas, materials, or work through citations and proper documentation).

Written work will earn full points if it is superior in every way: thoughtful, makes connections between theory and practice, demonstrates deep understanding of course ideas/concepts, takes risks, indicates growth and learning. Please note that most assignments can be revised with the instructor’s consent.

**Academic Integrity** – Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM).
If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

• The Committee on Academic Misconduct web pages (COAM Home)
• Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
• Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1: In-class activities, discussions, and quick-writes</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment #2: Debate: Bilingual Education in Ohio</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment #3: Vision Statement of Teaching and Learning (includes drafts of Reflection of Personal Bilingualism &amp; Philosophy of Teaching Bilingual Learners [10% each], final report [20%], and roundtable presentation [10%])</td>
<td>50%</td>
</tr>
</tbody>
</table>

• Assignment #1: *In-Class Activities, Discussions, and Quick-Writes* (20% of course grade)
  Throughout the course, participants will be involved in in-class group activities, discussions, and individual reflective writing. A thorough understanding of the required readings is essential for active participation in these activities. Everyone is expected to participate in an informed manner through questions, discussion, and reflective writing response. These activities will serve as one form of evidence that you have read carefully and understood the material. Schedule of course topics and assigned readings is presented below; please note that this schedule is subject to change as course needs shift.

• Assignment #2: *Bilingual Education Debate* (30% of course grade)
  You will work in small groups to prepare for a class debate on the current state and future of bilingual learner education in the state of Ohio (scheduled for Session 9). In preparation for the debate, you will research the history and current status of bilingual learner education in the state, and become familiar with other states’ policies and practices as points of comparison. In addition to course readings, resources such as the “Ohio English Language Proficiency Standards for Limited English Proficient Students” (ODE, 2010) and other documents found on the Ohio Department of Education (ODE) website (http://education.ohio.gov/Topics/Other-Resources/Limited-English-Proficiency) will support your preparation for this assignment.
• Assignment # 3: *Vision of Teaching and Learning Informed by a Bilingual Perspective* (50% of course grade)

You will articulate a vision for your work with bilingual children that is informed by a bilingual perspective. To carry out this project, you will need to:

- Part I: Reflect on your Personal Bilingualism (**Due Session 4**)
- Part II: Write a Philosophy of Teaching Bilingual Learners (**Due Session 7**)
- Revise drafts and submit a FINAL REPORT of your Vision of Teaching Bilingual Learners, including Parts I and II from above (**Due Session 12**)
- Roundtable Presentations: Participants will prepare a presentation to share their *Vision/Philosophy for Teaching Bilingual Learners* with the rest of the class and other guests during our **last class meeting** (see Schedule below). You will be responsible not only for sharing your work but also for learning about others’ work by engaging in thoughtful reflection and informed conversation. Additional details about roundtable format will be provided in class.

**SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic/s</th>
<th>Assignments Due:</th>
</tr>
</thead>
</table>
| 1         | Introduction to course  
  • Become familiar with syllabus, class requirements, and assignments  
  • Discuss personal and professional experiences regarding bilingualism and the education of bilingual learners | In class reading: Garcia & Kleifgen (2010) text: Chapter 1 |
| 2         | Discourses of Bilingualism  
  • Linguistic diversity around the world  
  • Role of language in schooling  
  • Teachers as language decision makers & negotiators | Read: deJong (2011) text: Chapters 1, 2, and 4 |
| 3         | Bilinguals and Bilingualism  
  • Who are emergent bilinguals?  
  • Terminology & dimensions of bilingualism  
  • Bilingual development  
  • Language loss | Read:  
  deJong (2011) text: Chapter 3  
  Garcia & Kleifgen (2010) text: Chapter 2  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 4    | Language in Education  
• Language policy and education  
• Language and power  
• Language ideologies | deJong (2011) text: Chapters 5 and 6  
**DUE: Reflections on Bilingualism** |
| 5    | Theoretical Constructs and Empirical Evidence for Bilingual Education | Garcia & Kleifgen (2010) text: Chapter 4  
deJong (2011) text: Chapter 8  
Faltis & Hudelson (1998), Chapter 1: “Why Bilingual Education?” |
| 6    | Program Models and Outcomes for Bilingual Learners | Garcia & Kleifgen (2010) text: Chapter 3  
deJong (2011) text: Chapter 7  
| 7    | The Effectiveness Debate: What Do We Know about Teaching Bilingual Learners? | Hakuta (2011), “Educating Language Minority Students and Affirming their Equal Rights”  
Baker (2011), Chapter 12, “The Effectiveness of Bilingual Education” and Chapter 13, “Effective Schools and Classrooms for Bilingual Students”  
**DUE: Philosophy of Teaching Bilingual Learners** |
| 8    | Assessment and Accountability  
• Identification, placement, and reclassification of bilingual learners  
• NCLB & ELLs  
• High stakes accountability  
• Assessing Ohio’s bilingual learners | Garcia & Kleifgen (2010) text: Chapter 8  
Menken (2010), “NCLB and English Language Learners: Challenges and Consequences”  
ODE (2012), “Guidelines for the Identification and Assessment of Limited English Proficient Students/English Language Learners [in Ohio]”  
Optional reading: USDOE (2015), “Tools and Resources for Identifying All English Learners” |
<table>
<thead>
<tr>
<th>9</th>
<th>Group Presentations</th>
<th>Debate: Bilingual Education in Ohio (Group Presentations)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Bilingual Education Debate</td>
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</tbody>
</table>

| 10 | Principles for Bilingual Schooling | Read:  
deJong (2011) text: Chapter 8  
|----|-----------------------------------|----------------------------------------------------------|
|    | • Educational equity  
• Affirming identities  
• Additive bi/multilingualism  
• Integration and social justice |                                                                 |

| 11 | Affirming Identities and Funds of Knowledge in Bilingual Education | Read:  
deJong (2011) text: Chapter 9  
Moll, Amanti, Neff, & Gonzalez (2005), “Funds of Knowledge for Teaching”  
Falk & Blumenreich (2012), “Incorporating Funds of Knowledge into the Classroom” |
|----|------------------------------------------------------------------|----------------------------------------------------------|
|    | • Funds of Knowledge  
• Cultural relevance in the curriculum |                                                                 |

| 12 | Promoting Bilingualism through Integration | Read:  
deJong (2011) text: Chapters 10 and 11  
Garcia & Kleifgen (2010) text: Chapters 5 and 6  
DUE: Vision of Teaching Bilingual Learners (Final Report) |
|----|------------------------------------------|----------------------------------------------------------|
|    | • Multilingual/translanguaging pedagogies  
• Pathways to multilingual competence  
• Curricular and pedagogical practices |                                                                 |

| 13 | Involving Families and Communities as Partners in the Education of Bilingual Learners | Read:  
Garcia & Kleifgen (2010) text: Chapter 7  
|----|--------------------------------------------------------------------------------------|----------------------------------------------------------|
|    | • Building and sustaining community  
• Drawing on families’ Funds of Knowledge  
• Community/School Partnerships |                                                                 |

| 14 | Bilingual Teachers as Advocates and Activists | Read:  
deJong (2011) text: Chapter 12  
Garcia & Kleifgen (2010) text: Chapter 9 |
|----|-----------------------------------------------|----------------------------------------------------------|
COURSE POLICIES

Electronic Equipment – The presence of laptop computers in class is restricted to academic use directly related to our class activities and discussions. Cell phones are always to be turned off/on silent mode during class, no exceptions. Participants who persist in using computers or phones inappropriately during class, or whose phones ring, may be asked to leave the classroom and will have points reduced for class attendance.

You are welcome to use your cell phone, check email, surf the Web during class breaks.

Tardiness Policy for Written Assignments – All assignments are due on the date listed on the syllabus below unless you have made prior arrangements with the instructor. Late assignments will be subject to lost points as described below:

<table>
<thead>
<tr>
<th>Time Interval</th>
<th>Deduction</th>
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<tbody>
<tr>
<td>5 minutes to 4 hours after time due</td>
<td>Deduction of 5%</td>
</tr>
<tr>
<td>4 to 8 hours after time due</td>
<td>Deduction of 10%</td>
</tr>
<tr>
<td>Over 8 hours after time due</td>
<td>Deduction of 20%</td>
</tr>
</tbody>
</table>

Email - All students registered in this course are required to have an active e-mail address and to check that address regularly. You are responsible for all assignments and materials that are given and updated via Carmen and/or e-mail.

Submission of Written Assignments - All written assignments must be typed and submitted on CARMEN on the due date indicated in this syllabus. If you foresee a problem meeting a due date, you must speak with the professor within the first two weeks of the semester. Late assignments will not be accepted if prior arrangements have not been made earlier in the semester.

Technology – N/A (Given the course focus on historical, political, legal, and ideological foundations of bilingual education, classroom technology supports, applications, and innovations will not be a focus.)

Writing Center
All members of the OSU community are invited to discuss their writing with a trained consultant at the Writing Center. The Center offers the following free services: help with any assignment, one-on-one tutorials, one-on-one online tutorials via an Internet Messenger-like system (no ads or downloads), and online appointment scheduling. Visit www.cstw.org or call 688-4291 to make an appointment.
Office of Disability Services
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Grievances and Solving Problems
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Statement on Diversity
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Off-Campus Field Experiences N/A

CITATIONS FOR ADDITIONAL REQUIRED READINGS (ACCESSIBLE VIA CARMEN)


