

CIEP 375

**Theoretical Foundations of Teaching English, ELL and Bilingual Education**

Loyola University Chicago

School of Education

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Kristin Davin, Ph.D.

Assistant Professor

WTC office hours: By appointment (Lewis Towers, #1120)

LSC office hours: Mondays, 11:00 – 1:00, Granada 445.1

Office phone: (312) 915-6104

Email: [kdavin@luc.edu](mailto:kdavin@luc.edu)

Class sessions: Tuesdays, 1:00-3:30

Room: Mundelein Center, Room 508

**Required Texts:**

Crawford, J., and Krashen, S. (2007). *English learners in American classrooms: 101 questions, 101 answers*. New York, NY: Scholastic.

Goldenberg, C. & Coleman, R. (2010). *Promoting academic achievement among English learners: A guide to the research*. Thousand Oaks, CA: Corwin Press.

Santa Ana, O. (Ed.) (2004). *Tongue-tied: The lives of multilingual children in public education*. New York: Rowman and Littlefield Publishers Inc.

Supplemental articles: Posted on Blackboard

**Course Description:**

This course introduces students to an understanding of the historical, political, philosophical, socioeconomic, and educational issues that led to the formation of English language learner and bilingual educational (ELL/BE) policies, programs, and services for culturally diverse populations. Aspects of language learning and acquisition theories as they pertain to ELL/BE and contemporary issues in linguistic and cultural revitalization through bilingual education will be included. Current state and national educational legislation that impacts ELLs will be discussed.

**Conceptual Framework:**

Each course within the Bilingual/Bicultural sequence places educational equity and advocacy for English language learners as foundational tenets to the discipline as well as fundamental aspects of social justice.

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy

on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

### **Technology:**

Use of scholarly and professional websites is integrated throughout the course. Technology is encouraged and supported in all class sessions and group presentations.

### **Diversity:**

Content for this course is designed to highlight theoretical considerations of educational equity for English language learners. Both linguistic and cultural diversity are addressed within this framework.

### **Course Outcomes:**

- Demonstrate knowledge of the theoretical, philosophical, political, and socioeconomic foundations of instruction for linguistic minority students.

- Demonstrate understanding of the relationship between the political, historical, and legal background of education for linguistic minority students in the United States.
- Demonstrate knowledge of research based language acquisition theories and models.
- Research contemporary issues in language loss and language revitalization.
- Use resources available from advocacy and professional organizations such as the Institute for Language and Education Policy (ILEP), Teachers of English to Speakers of Other Languages (TESOL), and the Center for Applied Linguistics (CAL) to enhance professional development.
- Demonstrate critical thinking on the ongoing debate on bilingualism and bilingual education.
- Develop an advocacy stance for ELLs and their families and communities.

**Topical Outline:**

- Linguistic and cultural loss and revitalization
- First language acquisition
- Second language acquisition
- Language acquisition v. language learning
- History of bilingual education and language policies in the United States
- Relationship between legislation and bilingual education
- Language theories relevant to bilingual education
- Relationship between language and power
- Indigenous languages in the United States
- Language contact and change
- African American English/Ebonics
- Varieties of Spanish in the U.S./Spanglish
- Indigenous languages in the United States
- The controversy regarding native language instruction
- Politics and advocacy for language minority students

**Grading Scale:**

All teachers who are enrolled in CIEP 375 are expected to attend class, to share experiences and relevant knowledge, and submit assignments on due dates. Final grade is based upon the completion of course requirements, as weighted above and following this scale:

94-100 .....	A
91-93 .....	A-
88-90 .....	B+
83-87 .....	B
80-82 .....	B-
77-79 .....	C+
73-76 .....	C
70-72 .....	C-

## Course Requirements:

Requirement & Description	Grade %
<b>Assigned readings and class participation</b>	
It is expected that students will read prior to class sessions. Class dialogue, facilitated by the instructor, will be an essential component of this course. In addition to participating in class discussions and activities, students will be expected to complete an exit ticket or written prompt at the close of each class.	20%
<b>Cultural and Linguistic Self Study</b>	
Students will start the class by reflecting and writing about their backgrounds and experiences. Using guiding questions provided by the professor, students will explore the development of their cultural, linguistic, and other identities, while giving an autobiographical account of their life histories.	15%
<b>Presentation on Language Loss and Revitalization</b>	
Students will choose an endangered language that is being revitalized through bilingual education. Students will research and develop a presentation and handout for course participants to learn about the language and revitalization efforts. The results of the research will be shared in class through oral presentation at the end of the semester.	15%
<b>Creative Writing</b>	
Students will select a theme from the Santa Ana text to respond or contribute to in creative written form.	15%
<b>Final Reflective Paper</b>	
Based on two reflective logs, students will write a final paper to explain their conceptualization of the connection between theory and practice in the education of English language learners.	35%
<b>Clinical Hours</b>	
No percentage points are assigned to this category, but the successful completion of clinical hours (five total hours) is a prerequisite for passing this course.	n/a

## Tentative Class Schedule:

*The course instructor reserves the right to change due dates, readings, and topics; proper notice will be given to students.*

DATE	DUE	READING	TOPICS
Class 1 <b>Aug. 30</b>			Introductions Course Overview Self-Reflection
<i>Sept. 6</i>	<i>Screening of Rabbit Proof Fence</i>		
Class 2 <b>Sept. 13</b>	<i>Self-Study</i>	Movie, Rabbit Proof Fence C&K 1-5, 38-41 Gibbs, Saving Languages	Linguistic and Cultural Loss Perspectives on Bilingualism
Class 3 <b>Sept. 20</b>		C&K pp. 42-59, 75-79 SA, Part I	The Politics of Bilingualism Language Policy and Planning
Class 4 <b>Sept. 27</b>		C&K pp. 60-74, 80-87 SA, Part II	Foundations of Dual Language Instruction Program Models for ELLs
Class 5 <b>Oct. 4</b>		C&K pp. 8-26 G&C Chapers 2 & 3	First Language Acquisition Second Language Acquisition
<i>Oct. 11</i>	<i>NO CLASS: FALL BREAK Start Clinical Hours</i>	<i>Oct. 10</i>	<i>NO CLASS: FALL BREAK Start Clinical Hours</i>
Class 6 <b>Oct. 18</b>		G&C Ch. 4 and 5 C&K pp. 24-37 SA, Part III	Language Instruction Primary Language Instruction Second Language Instruction
Class 7 <b>Oct. 25</b>		G&C Ch. 6 C&K Ch. 6-7	Language Programs Dual Language Instruction Program Models
Class 8 <b>Nov. 1</b>	<i>Reflection #1</i>	G&C Ch. 7-9 Moll, Funds of Knowledge	The Role of Culture in Language Learning
Class 9 <b>Nov. 8</b>		Lippi Green, Language Ideologies Delpit (1988)	Language and Power Language Varieties Language Contact and Change
Class 10 <b>Nov. 15</b>	<i>Reflection #2</i>	McCarty, Language & Literacy Van Hamme, American Indians SA, Part IV	Sociolinguistics, Lens 1 Native Americans in U.S. Schools Indigenous Languages

Class 11 <b>Nov. 22</b>		Smith, African Americans SA, Part V Seigel, Lang. Ideologies	Sociolinguistics, Lens 2 Involuntary Immigrants
Class 12 <b>Nov. 29</b>	<i>Final Paper Draft</i>	SA, Part VI San Miguel, Latino Education Stavans, Spanglish	Sociolinguistics, Lens 3 Voluntary Immigrants Language Hybrids
Class 13 <b>Dec. 6</b>	<i>Creative Writing</i>	MacSwan & Crawford, Letter C&K 88-101	Improving Language Education Revisiting Language Policy Recommendations for Action
Class 14 <b>Dec. 13</b>	<i>FINAL PAPERS DUE</i>		Closure Sharing Position Papers