

CIEP 471
Foundations of Teaching English as a Second Language and Bilingual Education
Loyola University Chicago
School of Education
Fall Semester 2011

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* *Best way to contact*

Course Texts:

- Crawford, J., & Krashen, S. (2007). *English learners in American classrooms: 101 questions, 101 answers*. New York: Scholastic.
- Goldenberg, C., & Coleman, R. (2010). *Promoting academic achievement among English learners: A guide to the research*. Thousand Oaks, CA: Corwin/Sage.
- 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 formations of ESL/BE (English as a Second Language/Bilingual Education) educational policies, programs, and services for culturally diverse populations. Aspects of language learning and acquisition theories as they pertain to ESL/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.

Course Outcomes

- Demonstrate knowledge of the theoretical, philosophical, political and socioeconomic foundations of instruction minority students.
- Demonstrate understanding of the relationship between the political, historical and legal background of education for linguistic minority students in United States.
- Demonstrate knowledge of research based language acquisition theories and models.
- Research contemporary issues in language loss/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
- History of bilingual education and language policies in the United States
- Relationship between legislation and bilingual education
- Language theories relevant to bilingual education
- First and second language acquisition
- Primary and second language instruction
- Language acquisition v. language learning
- Language program models and policies
- 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
- Politics and advocacy for language minority students

Conceptual Framework:

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

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.

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. For additional academic policies and procedures refer to: 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/>

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:

Assignment descriptions and rubrics will be provided on Blackboard for each assignment.

Assignment Title	Assignment Description	% of Grade
Assigned Reading and Course Participation	This will include assigned and supplemental readings to be provided by the instructor throughout the course. It is expected that teachers will read all selections thoroughly and deeply prior to class sessions. Class dialogue is an essential component of this course. A more detailed rubric will be provided for response and participation scoring.	15%
Creative Writing 1: Struggle Against Silencing <i>Due September 14</i>	Teachers will produce a piece of creative writing regarding an individual's struggle against silencing. First, read the creative contributions in the corresponding section of the Santa Ana text (Section I: Child's Struggle Against Silencing). Second, connect with the text as a person, learner, or teacher; use that text-to-self connection to determine a related topic or theme for your creative writing. Finally, write your creative contribution that would fit in this section of the text; be prepared to share with the class.	10%
Position Paper Proposal <i>Due October 12</i>	Teachers will select and take a position on a contemporary issue related to the education of ELLs and support their position with literature and research. A 1-2 page proposal for this inquiry is due early in the class and is subject to approval by the professor.	5%
Creative Writing 2: Mother Tongue <i>Due October 26</i>	Teachers will produce a piece of creative writing regarding an individual's struggle against silencing. First, read the creative contributions in the corresponding section of the Santa Ana text (Section IV: Mother Tongue). Second, connect with the text as a person, learner, or teacher; use that text-to-self connection to determine a related topic or theme for your creative writing. Finally, write your creative contribution that would fit in this section of the text; be prepared to share with the class.	10%
Creative Writing 3: Rage, Regret & Resistance <i>Due November 9</i>	Teachers will produce a piece of creative writing regarding an individual's struggle against silencing. First, read the creative contributions in the corresponding section of the Santa Ana text (Section VI: Rage, Regret & Resistance). Second, connect with the text as a person, learner, or teacher; use that text-to-self connection to determine a related topic or theme for your creative writing. Finally, write your creative contribution that would fit in this section of the text; be prepared to share with the class.	10%

<p>Language Loss and Revitalization Project <i>Due Throughout Semester</i></p>	<p>Teachers will choose an endangered language that is being revitalized through bilingual education. Teachers 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 throughout the semester.</p>	<p>25%</p>
<p>Final Position Paper <i>Due December 14</i></p>	<p>Teachers will write a position paper on a topic related to the course content. First, teachers will identify a contemporary issue related to teaching ELLs, such as the bilingual education debate, the national shift to English language acquisition, the availability of heritage language instruction, or the use of language varieties in schools. Second, teachers will write a paper that shares his or her position and uses the literature and research to support that position. The final position paper should be 8 to 10 double-spaced typed pages in APA format. Teachers should prepare to facilitate a critical dialogue on their language-related topic in the final class session.</p>	<p>25%</p>
<p>FINAL GRADE</p>		<p>100%</p>

Tentative Class Schedule:

The professor reserves the right to change this schedule. Changes will be made with ample time in advance.

Class Date	Course Topic Sub-topics & Activities	Readings	Class Assignments Individual Assignments
Class 1 8/ 31	Introduction Personal Introductions Syllabus & Course Overview Terminology & Themes		
Class 2 9/7	Linguistic & Cultural Loss Language Loss Rabbit Proof Fence	C & K #1-5, 38-41 Gibbs, Saving Languages	
Class 3 9/13	Politics of Bilingualism Politics of Language Bilingual Education Debate Creative Writing Share	Santa Ana, Part I G & C, Chapter 1 C & K #42-59, 75-79	Creative Writing 1
Class 4 9/21	Historical and Legal Precedents U.S. Language Education History Current Context of Language Education	Santa Ana, Part II C & K #60-74, 80-87	
Class 5 9/28	Language Acquisition First Language Acquisition Second Language Acquisition LLR Project Share	G & C, Chapters 2 & 3 C & K #8-23	LLR Project Share 1
Class 6 10/5	Language Instruction Primary Language Instruction Second Language Instruction LLR Project Share	G & C, Chapters 4 & 5 C & K #24-37	LLR Project Share 2
Class 7 10/12	Language Programs Dual Language Instruction Program Models LLR Project Share	Santa Ana, Part III G & C, Chapter 6 C & K #6-7	Position Proposal LLR Project Share 3
Class 8 10/19	The Role of Culture Deep & Surface Culture Home & Family Connection LLR Project Share	G & C, Chapters, 7-9 Moll, Funds of Knowledge	LLR Project Share 4
Class 9 10/26	Sociolinguistics, Lens 1 Native Americans Indigenous Languages Creative Writing Share	Santa Ana, Part IV McCarty, Indigenous Lang. Van Hamme, Am. Indians	Creative Writing 2
Class 10	Sociolinguistics, Lens 2 Involuntary Immigrants	Santa Ana, Part V Smith, African Americans	

11/2	Language Varieties	Seigel, Lang. Ideologies	
Class 11 11/9	Sociolinguistics, Lens 3 Voluntary Immigrants Language Hybrids Creative Writing Share	Santa Ana, Part VI San Miguel, Latinos Stavans, Spanglish	Creative Writing 3
Class 12 11/16	Sociolinguistics, Lens 4 Refugee Students Diverse Language Contexts	TBD	Position Paper Draft
11/23	No Class; Thanksgiving Break		
Class 13 11/30	Improving Language Education Revisiting Language Policy Recommendations for Action	C & K #88-101 MacSwan & Crawford	
Class 14 12/7	Closure Sharing Position Papers Closing Thoughts & Reflections Course Evaluations	TBD	Position Facilitation
Final 12/14	Final Position Paper Due		