

Loyola University Chicago
CIEP M77 Bilingual Methods and Material
Fall 2011
Instructor: Pam Demetrius-Overall
M.A. English as a Second Language

Class Sessions: Thursdays 1:00-3:45
Location: Mundelein Center Room 508
Semester Hours: 3

Office Hours: By Appointment
Email: pdemetriusoverall@luc.edu
Pre-Certification Clinical Sessions: 5

Course Description:

A variety of program models, methodologies and strategies appropriate for bilingual students will be presented. Methods and materials for literacy development and content area instruction in the native language will be discussed. The role of culture in the curriculum and ways of making meaningful connections to families will be explored. Techniques for managing multilevel classrooms and appropriate ways of using two languages in the curriculum will be investigated. The class will meet at a local bilingual school for clinical experiences and related discussion for five weeks.

Required Text

Ovando, C.J., Collier, V.P., and Combs, M.C. (2005) *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*, 5th Edition. New York, NY: McGraw-Hill Higher Education.

Course Objectives:

As a result of classroom and clinical learning experiences, candidate will be able to:

- Construct learning experiences that display an integration of skills across disciplines;
- Adapt materials, instructional methods and assessment to meet the needs of bilingual students based on study of implications of current research findings and innovative teaching techniques;
- Analyze data collected in field experience to be used to inform instructional planning;
- Align content, objectives, and teaching behaviors to the selection and analysis of teaching and evaluation materials for students;
- Apply a variety of developmentally appropriate experiences that demonstrate varied approaches to knowledge construction and second language development;
- Demonstrate familiarity with various bilingual programs.

Loyola University Chicago School of Education Conceptual Framework Standards

This course follows the LUC School of Education established Conceptual Framework *Professionalism in Service of Social Justice* by exposing students to the trends in policy and politics of bilingual education, which in the US is traditionally linked with immigrant populations. Candidates are required to develop the ability to teach these populations for social and political empowerment by diversifying their strategies and using inclusive resources. Specifically, the course and its assignments address the following standards:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF4a: Methodologies and strategies for teaching Bilingual students

CF4b: Developmentally appropriate lesson planning

Technology

The use of scholarly and professional websites is integrated throughout the course. Students will be required to submit one bilingual lesson plan in LiveText. Course documents and announcements will be posted on Blackboard. Discussion Board Forums are a required component of clinical experience.

Diversity

This course requires that candidates design lessons with adaptations for a variety of students. Course topics involve multiculturalism, inclusiveness, adapting educational strategies and working with cultural and linguistic diversity in the educational environment.

Course Policies: Please Read Carefully

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand 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

With the exception of writing to be done in class, all assignments should be typed, paginated, and double-spaced. When using citation, A.P.A. style should be used. It is expected that all assignments will be proof read before they are turned in, and will reflect college level writing skills. Papers that do not meet this standard will be returned to the student for editing. Repeated returns will be considered as late papers and the appropriate percentage points will be deducted. All papers will be evaluated based upon both the content and writing mechanics. Students who need support in developing their writing skills are encouraged to discuss this with the instructor so that an individualized plan can be developed to address their needs. When using University support services, verification of an appointment must be attached to the completed paper. All prior drafts with instructor written commentary must be attached to final papers.

It is the responsibility of each student to obtain information missed due to tardiness or absence. Each participant should exchange phone numbers with at least one other student in order to obtain make-up assignments in case of absence. Missing more than 2 classes will result in a drop in grade. Clinical attendance is mandatory.

Grading Scale

A:	94-100
A-:	90-93
B+:	87-89
B:	84-86
B-:	80-83
C+:	77-79
C:	74-76
C-:	73-70

Course Requirements Note: A brief description of each component follows. Further assignment requirements for each project will be provided during class sessions.

REQUIREMENTS	DESCRIPTION/EXPECTATION	%
Assigned Readings and Class Participation	It is expected that students will read all selections thoroughly and deeply prior to class sessions. Class dialogue, facilitated by the instructor, will be an essential component of this course. Students will be expected to participate in class activities, <i>and complete any additional assignments that may develop out of class activities. Students will be assigned one chapter to lead the weekly class discussion.</i>	20%
Quizzes and Chapter Reflection Questions	As assigned, corresponding to text chapters.	20%
Bilingual Lesson Plan Presentation To Class	Students will develop a content area bilingual lesson plan appropriate for a specific grade and language proficiency level. Students will demonstrate lesson, incorporating teaching strategies appropriate for a bilingual class. Lesson plan format and rubric will be discussed in class.	15%
Clinical Work/ Discussion Board	Participate in five sessions of observation/tutoring at an appointed site. Attendance at all clinicals is mandatory. Teacher candidates will participate in a Discussion Board forum following each clinical visit. Each post should include insights regarding the lesson and teaching strategies observed, and bilingual student participation. Further clinical information will be discussed in class. *	20%
Portfolio (Final Product of the Clinical Experiences and an original bilingual lesson plan)	On the final day of class, students will share and submit a portfolio documenting their clinical experiences and learning. The portfolio is to include a bilingual lesson plan (also submitted to LiveText), clinical reflections, and a compendium reflection of the clinical experience. Handouts from the clinical site should be organized and included in the portfolio. A detailed rubric will be posted on Blackboard.	25%
TOTAL		100%

* Students are expected to behave in a professional manner and attend all 5 clinical site visits. Missed clinical class will result in a deduction of points and teacher candidate may be required to make up the missed hours.

Tentative Class Schedule

Date/Session	Topics	Activities	Assignments/Reading Due NEXT Class
Sept. 1 <i>Session 1</i>	Introductions Course Expectations Course Syllabus	Guiding Questions Background Knowledge Myths of L2 Learning Cultural Traits	OC-Chapter 1 VIP on post-its Visit http://isbe.net/ils
Sept. 8 <i>Session 2</i>	<i>Students-Chapter 1</i> Bilingual Education: Program Models Student Issues: <i>Emotional, Social Linguistic, Academic</i>	Overview of Program Models Chapter One Quiz-in class: McGraw-Hill Website	OC-Chapter 4 Take online quiz and email answers by 9/14
Sept. 15 <i>Session 3</i>	<i>Language-Chapter 4</i> First and Second Language Acquisition The Continuum of Bilingualism	Instructional Approaches to ESL and Bilingual Instruction Threshold Hypothesis Select Reflection Question p.123	OC-Chapter 3 Prepare response for the reflection question you selected in class (p.123)
Sept. 22 <i>Session 4</i>	<i>Teaching-Chapter 3</i> Activating Prior Knowledge Passive/Active Learning Cooperative Learning	Chapter Reflection Questions Bilingual Lesson Plan Discussion Lesson Plan Format and Rubric LiveText Discussion	OC-Chapter 5 Take online Quiz and email answers by 9/28 Prepare Lesson Plan
Sept. 29 <i>Session 5</i>	<i>Culture-Chapter 5</i> The Role of Culture in Education	Characteristics of Multicultural Education/Cultural Identity Lesson Plan Presentations	Visit clinical school website Prepare questions for cooperating teacher
Oct. 6 <i>Session 6</i>	<u>Clinical #1</u> Observation	Questions/Discussion at site Portfolio Requirements Discussion Board Requirements	Discussion Board Posts due by Oct.12 OC- Chapter 6
Oct.13 <i>Session 7</i>	<u>Clinical #2</u> Assist Teacher in class	Chapter 6 –Mathematics and Science: Discussion	Discussion Board Posts due by Oct.19 OC- Chapter 7
Oct. 20 <i>Session 8</i>	<u>Clinical #3</u>	Chapter 7 –Social Studies: Discussion	Discussion Board Posts due by Oct.26 OC-Chapter 10
Oct. 27 <i>Session 9</i>	<u>Clinical #4</u>	Chapter 10- School and Community Partnerships with parents	Discussion Board Posts due by Nov.2 OC- Chapter 9
Nov. 3 <i>Session 10</i>	<u>Clinical #5-Final Visit</u>	Bilingual Special Education LD/L2 Discussion	Discussion Board Posts due by Nov.9 Reflective Question-p.395

Date/Session	Topics	Activities	Assignments/Reading Due NEXT Class
Nov. 10 Session 11	Class held at Loyola Clinical Follow-up	Clinical Experience Discussion Student lead chapter reviews	OC-Chapter 2 Take online quiz and email answers by 11/16
Nov. 17 Session 12	<i>Policy and Programs-Chapter 2</i>	The Politics of Bilingual Education Lau V. Nichols (1974)	OC-Chapter 8 Take online quiz and email answers by 11/30
Nov. 24	No Class-Thanksgiving		
Dec. 1 Session 13	Assessment	Linking Assessment to Instruction Bilingual Websites	Work on Portfolio
Dec. 8 Session 14	Bilingual Education Dual Language Course Evaluation	Planning for bilingual education Bilingual Resources/Materials Self Evaluation	Final Portfolio Due Dec. 15 th
Dec. 15 Session 15	Final Portfolio Due	Portfolio Sharing	