

Loyola University Chicago
Bilingual Education Program
SYLLABUS
FALL 2008

CIEP M77 BILINGUAL METHODS AND MATERIALS

Wednesdays 1-3:30pm Semester Hrs: 3 Pre-certification Clinical sessions: 5

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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 on site at a local bilingual school for clinical experiences and related discussion for five weeks.

REQUIRED TEXTS:

Garcia, E. E. (2005). *Teaching and Learning in Two Languages: Bilingualism and Schooling in the United States*. New York, NY: Teachers College Press.

Ovando, C.J., Collier, V.P. and Combs, M.C. (2005) *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*, 4th Edition. New York, NY: McGraw-Hill Higher Education.

COURSE OBJECTIVES:

As a result of their classroom and clinical learning experiences candidates will be able to:

1. construct learning experiences that display an integration of skills across disciplines;
2. 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;
3. analyze data collected in field experience to be used to inform instructional planning;
4. align content, objectives, and teaching behaviors to the selection and analysis of teaching and evaluation materials for students;
5. apply a variety of developmentally appropriate experiences that demonstrate varied approaches to knowledge construction and second language development;
6. 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

DIVERSITY

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

TECHNOLOGY

This course will incorporate technology by requiring candidates to communicate via e-mail and by sending assignments and other course related work electronically. Also, students will be required to use Blackboard to post assignments and join the discussion group for the class, as well as prepare a Power Point Presentation. Part of the semester project will have to be researched on the web and students will make lists of websites/resources as part of their semester project.

COURSE REQUIREMENTS AND ASSIGNMENTS:

Note: A brief description of each project follows. More frameworks for completing each project will be provided during class sessions.

PRESENTATIONS - (20)

You will choose from assigned topics to present on. You are responsible to present the material in a collaborative team effort with a partner in a Power Point Presentation format. Your presentation should include principles for decision-making, an assortment of possible activities and demonstrations as to how to use a couple of the activities. You must make a handout for each member of the class.

Criteria for grading is as follows:

Presentation of information/PPP (10 points) Activities (10 points)

CLINICAL WORK:

Must conduct five sessions of tutoring at an appointed site. A short reflection of each experience is due after each session (see below) as well as **two** corresponding lesson plans for two tutoring sessions(see below).

DEVELOPMENTALLY APPROPRIATE LESSON PLANS AND NARRATIVES - (20)

Develop **five** lesson plans that are appropriate for grade level and language proficiency and include appropriate adaptations. Lesson plan format will be discussed in class. A narrative must accompany each of the lesson plans. The narrative must describe the complexity of your lesson, as well as your choice of adaptations. At least one of the lessons must be designed for middle school children. Additional information will be provided separately. **Two** of the lesson plans must be for tutoring sessions as part of your clinical work.

CLINICAL REFLECTIONS/FINAL PAPER: A two-page (max) **reflection** of your clinical experience is due on Friday after the clinical session. Papers must be sent by e-mail as attachments. Proof read for grammar and language and spell check your work. Make sure it is in the best form for final presentation. After the last clinical session, the last reflection should be a compendium of the last one and the other four, showing your growth in your experience. Papers should be a maximum of 4 pages, e-mailed as an attachment and they are **Due Friday Dec. 5th.**

BILINGUAL TEACHER HANDBOOK - (25)

You are responsible for documenting your learning through the use of a three ring binder. You should arrange all bilingual related information in the binder. You must conduct research, particularly web based to complete this assignment. Search for lesson plans, activities and a list of resources. Create a webliography of resources. Sharing is encouraged, so work will be posted on Blackboard so all can share. Additional information will be provided separately. **Due Wed. Nov.19th.**

PARTICIPATION - (10)

You will complete an entry to an interactive web journal/discussion group on Blackboard for each class period. This will give all an opportunity to reflect about your learning process and teaching practices. Ask questions, give input, risk theorizing, relate learning to your classroom practice or just reflect. Mini presentations on Garcia book chapters will be part of participation grade. All students are required to participate and be in class. Points will be deducted from your score after each absence.

E-mail/Blackboard: All students must have an active e-mail address and be able to handle e-mail correspondence. This course will be supported by Blackboard and a **LUC** e-mail address is required. Some of the assignments in the class must be e-mailed and it will be the best form of communication between the group and the instructor.

Cell phones: All cell phones and beepers must be turned off during class time.

CRITERIA FOR GRADING:

| | |
|------------------------------|-------------|
| 1. Lesson Plans & Narratives | 20% |
| 2. ESL Teacher Handbook | 40% |
| 3. PPPresentation | 20% |
| 4. Class Participation | 10% |
| 5. Clinical Reflections | <u>10%</u> |
| Total | 100% |

GRADING POLICY:

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

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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

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. More information is available at: <http://www.luc.edu/sswd/register.shtml>

HARRASMENT

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf> If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

SEMESTER SCHEDULE:

| <u>WEEK</u> | <u>DATES</u> | <u>TOPICS:</u> | <u>ASSIGNMENTS</u> |
|-------------|--------------|---|---|
| 1 | 8-27 | Introductions, course objectives, semester projects. Lesson Planning | |
| 2 | 9-3 | Demographics, Aspects of Bilingualism in the US | Chapters 1, 2 –G, 1 - OCC |
| 3 | 9-10 | Bilinguals in the US, Policy Programs | Chapters 3,4,5 –G, 2 - OCC |
| 4 | 9-17 | Theory, Practice, Teaching. Learning Centers | Chapters 8 –G, 3 - OCC |
| 5 | 9-24 | Language. Lesson Plans: practice. Culture -OP | Chapters 4, 5 -OCC |
| 6 | 10-1 | Math & Science, Social Studies - OP | Chapters 6, 7 -OCC DUE: -Lesson Plan 1 |
| 7 | 10-8 | Assessment, School and Community – OP. Prep for Clinicals | Chapters 8, 9 -OCC |
| 8 | 10-15 | Clinical session 1 – Place TBA | Chapter 10 – OCC |
| 9 | 10-22 | Clinical session 2 | DUE: -Lesson Plans 2,3 |
| 10 | 10-29 | Clinical session 3 | |
| 11 | 11-5 | Clinical session 4 | DUE: -Lesson Plans 4,5 |
| 12 | 11-12 | Bilingual Special Ed - OP | DUE: - Web research for Handbook, post on Blackboard |
| 13 | 11-19 | Handbook demos | DUE: - Bilingual Handbooks |
| 14 | 11-26 | Thanksgiving Holiday | |
| 15 | 12-3 | Clinical session 5 | DUE: - Reflections -Final Paper |

G – Garcia Book, OCC – Ovando, Combs & Collier Book OP- Oral Presentations