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TLSC 240: Language, Culture, and Pedagogy in Bilingual Classrooms
Exploring Language, Culture, and Pedagogy: Bilingual and Bicultural Education
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Fall 2019

Instructor Information

Name: Sarah Cohen, Ph.D.

Email: scohen12@luc.edu

Office: Lewis Towers 1056

Office hours: before or after class or by appointment

Module Information

Dates: August 28-December 7

Days: Wednesday

Times: 2:30-5:00

Campus Location: Cuneo 212

Module Description

This module specifically focuses on bilingual education, schools, classrooms, and learners. Teacher candidates will learn about and engage with culturally and linguistically diverse students in bilingual settings– primarily ELs who speak Spanish or another language as their first language. A key emphasis of this module is building off of the cultural and linguistic resources that students bring to the classroom, as well as maintaining and utilizing students’ native language (L1). In order to accomplish these important building blocks of bilingual education, teacher candidates will learn about and engage with students’ families and communities. In this module, candidates will inquire into and analyze the school’s approach to bilingual instruction and to family and community involvement with a specific lens on L1 maintenance and bilingualism. Candidates will also engage with parents, families, and communities in order to inform their analysis of the school and classroom’s alignment to language use in homes and communities.

Selected articles and chapters available on Sakai course site and electronically through the library including (but not limited to) the following:

Brisk, M.E. (2006). Bilingual education: From compensatory to quality schooling. Lawrence Erlbaum: Mahwah, NJ

<https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=261413&query=bilingual>

Cummins, J. (2000). Language power and pedagogy: Bilingual children in the crossfire. Multilingual Matters: Tonawanda, NY

<https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=977766>

Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley Blackwell: Malden, MA

<https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=819439>

Perez, B. (2004). *Becoming biliterate: A study of two-way bilingual immersion education*. Lawrence Erlbaum: Mahwah, NJ

<https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=335577&query=bilingual>

Additional Readings (more may be added to this list)

- Amanti, C., Gonzalez, N., Moll, L. C., & Neff, D. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31 (2) 132-141.
- Cummins, J. (2001) *Negotiating identities: Education for empowerment in a diverse society*. (2nd ed.). Los Angeles: California Association for Bilingual Education Chapter 5
- Cummins, J., Bismilla, V., Chow, P., Giampapa, F., Cohen, S., Leoni, L., Sastri, P. Affirming identity in multilingual classrooms *Educational Leadership* 63:1 pp38-43
- Dorner, L.M. (2011). Contested communities in a debate over Dual-Language Education: The import of “public” values on public policies. *Educational Policy*, 25 (4) 577-613.
- Haneda, M. (2010). Becoming literate in a second language: Connecting home, community, and school literacy practices. *Theory into Practice*, 45 (4) 337-345.
- Heineke, A., Coleman, E., Ferrell, E., & Kersemeier, C. (2012). Opening doors for bilingual students: Recommendations for building linguistically responsive schools. *Improving Schools*, 15 (2) 130-147.
- López-Gopar, M. (2007). Indigenous anonymous bilingual people: Implications for teachers. *Bilingual Basics Newsletter*. Volume 9:1 TESOL Online publications
- De la Luz Reyes, M. (1992). Challenging venerable assumptions: Literacy instruction for linguistically different students. *Harvard Educational Review* Vol 62:4
- De la Luz Reyes, M., Lilibery, E.A., & Orbanosky, J.M. (1993) Emerging biliteracy and cross-cultural sensitivity in a language arts classroom. *Language Arts* 70(8)
- Mulhern, M. M. (1997). Doing his own thing: A Mexican-American kindergartner becomes literate at home and school. *Language Arts*, 74 (6) 468-476.

Module Goals

Essential Questions:

- What program models of bilingual education are commonly used in schools?
- How does a student’s home language (L1) support learning in a second language (L2)?
- What instructional methods and strategies should be used in bilingual classrooms to support L1 and L2 development?
- What principles and approaches should be used in schools and communities to support and promote L1 and L2 development?
- What are the instructional, leadership, and advocacy roles of bilingual teachers?

As a part of this module, candidates will understand that effective educators:

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).

As a part of this module, candidates will:

- Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts. (b1E, b1H) (IB)
- Describe how English language proficiency standards build on second language acquisition and support instructional planning for language development. (b1H, c1A) (IB)
- Explain core principles and features of culturally responsive practice to meet the needs of diverse learners across general and specific classroom settings (e.g., bilingual, ESL, self-contained). (d1B) (IB)
- Explain how the social, cultural and historical context affects the expectations of students, utilizing ideas and principles related to social, cultural, linguistic, and economic capital. (c1C)
- Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (a1A, c1C) (IB)
- Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (h1H, h1I, i2D) (IB)
- Collaborate with a wide range of professionals and community members to provide an appropriate and equitable education for students. (h1H, h1I, h2J, i1F, i2F) (IB)
- Discern the most appropriate actions needed to serve the best interests of diverse students and families. (h1H, i2I)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (a1A, a2A, b2E, b1E, c2J, e2E) (IB)
- Evaluate and support the social, emotional, cultural, linguistic and academic needs and backgrounds of children and families as they transition into American society. (h2G; i1F; i2I)

Dispositions

- D3 Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9R) (IB)
- D6 Collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)
- D7 Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)

- D13 Demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
- Recognize the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations.
- D17 Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Grading Policy & Scale:

Final grade is based upon completion of course requirements, as weighted above and following this scale:

93% - 100% A	73% - 76% C
90% - 92% A-	70% - 72% C-
87% - 89% B+	67% - 69% D+
83% - 86% B	63% - 66% D
80% - 82% B-	60% - 62% D-
77% - 79% C+	Below 60% F

Assignments:

Module Participation: 15 points

Candidates are expected to consistently and actively participate in all module session activities, in discussions, both in class and on-line (where applicable). Candidates are expected to come to class prepared having completed assigned readings and other assignments. Candidates are expected to be active and engaged listeners to their peers and professor.

Research Article or Teaching Method Facilitation: 15 points

Teacher candidates will present a summary of a relevant article of their choice (with instructor’s approval) in an engaging presentation with two discussion questions and a short activity related to the article content OR engage classmates in a model bilingual activity to model a given teaching method appropriate for developing biliteracy.

Bilingual Teacher Interview: 15 points

The focus of this assignment is to learn more about how a specific type of bilingual education program model is enacted in a given school and community context. Interview someone who is currently teaching in a bilingual program to learn about the program model at the school where they currently teach and how they implement that model in their classroom. Learn about any obstacles, challenges that they encounter in their implementation of the program model. Learn about how they address these challenges and the resources that they rely on to do so and in their teaching in general.

Curriculum Resource Project: 15 points

The focus of this assignment is to develop your awareness, knowledge of and ability to create appropriate curriculum resources for teaching in a bilingual classroom. To this end you will

- conduct research on and collect curriculum resources appropriate for a given bilingual grade level/grade level band;
- you will create an annotated bibliography of bilingual teaching resources that you can share with your colleagues;
- you will create some of your own bilingual materials for a given bilingual grade level/grade level band;

Bilingual Education Programming Project: 40 points

Create a pamphlet that describes the bilingual program model of your sequence school site or another one of your selection (in consultation and with approval of your professor) to explain the features (at the school and classroom level) and benefits of this bilingual program for learners and families. The target audience should be families who may be interested in the program for their child. Make the text multilingual to your best ability. Explain how the linguistic assets and resources of the community are built upon and infused into the school and classrooms. Describe how bilingual students and families are supported by the program. Provide resources and cite appropriate research to support your claims and descriptions of the program model and benefits. Include details related to current laws/policies in Illinois and the U.S. that support this bilingual program. Share the approaches to teaching language, including programs, curriculum, instruction, and assessment, as well as parent and family involvement.

Attendance: teacher candidates must demonstrate the characteristics of good teaching. Being prompt to every module session and attending each session is important if you aim to become an effective educator.

- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals and to demonstrate your interest in and commitment to the course content.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible.

Coursework:

- Turning in assignments promptly is a responsibility all teacher candidates should take seriously. All work must reflect student effort as well as professionalism and should be turned in at the appropriate due date unless prior arrangements with the professor have been made. Late course work will either not be accepted or points will be taken off, unless a prior arrangement was made with the instructor.
- Presentations and written assignments should follow the outline and format provided. Please raise any questions well in advance to allow sufficient time to complete the assignment according to the rubric and expectations provided.

Cell Phones/Laptops

- Students are required to silence their phones before the class begins. No phone use is allowed during class. If you are expecting an important call, please inform the instructor.
 - Laptops are to be used for class work only. Checking emails or other use of the computer are not permitted during class.
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Teaching and Learning Program Syllabus Statements

Academic Tutoring

Loyola provides several services to all students related to academic tutoring including: TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.

<https://www.luc.edu/tutoring/>

Clinical Experiences and Course Contact Hours

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here:

https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

Coordinated Assistance and Resource Education (CARE)

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.

<https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>

Dress Code and Professional Conduct for Clinical Sites

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context. Please also ensure that you wear your Loyola student ID on a lanyard so that it is visible at all times when you are in your school site. Also ensure that you keep your mobile phone in your school bag while at the school site and do not take it out while you are in the classroom at any time.

Mandated Reporting

Reach out to your professor and Dr. Sarah Cohen (scohen12@luc.edu the T&L school partnership coordinator) if you have concerns about anything you have observed regarding student safety/well-being at your sequence 1-6 school site.

Loyola University Chicago School of Education Syllabus Addendum

Smart Evaluation

Towards the end of each module, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will

receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.