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### CIEP 471

## Theoretical Foundations of Teaching English as a Second Language/Bilingual Education

Loyola University Chicago

School of Education

English Language Teaching & Learning

Fall 2021

### Instructor Information:

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Office hours: By appointment

### Course Information:

Dates: August 30<sup>th</sup> -- October 20<sup>th</sup>

Course Mode: Online Asynchronous

### 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 emergent bilinguals will be discussed.

### Course Texts

Garcia, O. & Kleifgen, J. (2018). *Educating emergent bilinguals: Policies, and practices for English Language Learners*. 2<sup>nd</sup> Ed. New York: Teachers College Press

Additional articles are shared on our SAKAI course website including from Santa Ana, O. (Ed.) (2004). *Tongue-tied: The lives of multilingual children in public education*. New York: Rowman and Littlefield Publishers Inc.

### Relevant Websites

Center for Applied Linguistics [www.cal.org](http://www.cal.org)

Rethinking Schools [www.rethinkingschools.org](http://www.rethinkingschools.org)

Colorín Colorado [www.colorincolorado.org](http://www.colorincolorado.org)

The Rosetta Project [www.rosettaproject.org](http://www.rosettaproject.org)

Many Roots, Many Voices <http://www.edu.gov.on.ca/eng/document/manyroots/>

Institute for Language and Education Policy <http://www.elladvocates.org/>

James Crawford (articles) <http://www.languagepolicy.net/articles.html#be>

Jim Cummins <http://iteachilearn.org/cummins/>

The Multiliteracy Project <http://www.multiliteracies.ca/>

## 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.
- 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.
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## Related Standards

- **1.a.4.** Demonstrate proficiency in English and serve as a good language model for ELLs.
- **1.b.1.** Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
- **1.b.4.** Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
- **1.b.5.** Understand and apply knowledge of the role of individual learner variables in the process of learning English.
- **5.a.1.** Demonstrate knowledge language teaching methods in their historical contexts.
- **5.a.2.** Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

## IDEA Instructional Objectives

Essential learning objectives for this course:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

## 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. The course specifically addresses the following conceptual framework 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.
- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

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## Assignments

In line with the philosophy and approach of the Language, Culture, and Curriculum M.Ed. program, this course centers around one overarching project. This project is worth 50% of the final grade (50 points total), with participation in the weekly lesson interactive components that comprise the other 50% of the final grade (8 points per week for 48 total points, plus 2 points for communication across the semester with the professor). Details are provided below

## ASSESSMENT DETAILS AND CRITERIA

### Project Overview:

This course serves to provide an opportunity for educators to explore and acquire new knowledge about theories and policies that are in place to serve emergent bilingual students. The purpose of this learning is of course to further your own knowledge base and your ability to better contribute to enacting/acting on/resisting policies so that we can best serve our emergent bilingual learners in whatever context in which you teach/research/work with students and families. To that end, your main project in this course is to create a guidebook for families that represents information regarding policies and practices for emergent bilingual learners in your community. This project and other assignments are described below.

***Course Participation: 50% of Final Grade***

Participation is central to learning in this course and throughout the program, as teachers are seen as experts who support one another’s learning, understanding, and application in classrooms. In this way, participation is subsequently reflected with a large percentage of the final grade for the course. Each week, you will receive a participation score based on your contributions to the online lessons as detailed below.

WEEKLY POINTS BREAKDOWN

<b>Weekly Blog Reflections:</b> Sharing their own background experiences and funds of knowledge related to the topic and essential questions, participants capture their thoughts and reflections in response to the blog post prompts.	2
<b>Conversation and Classroom connections:</b> Participants actively engage in discussions with peers by thoughtfully and thoroughly responding to your peers’ blog posts and Voice Thread posts.	2
<b>Application to Practice:</b> Using Voice Thread, you will share one idea to capture how the week’s lessons could be applied to your professional context. The purpose is for you to have an opportunity to think about how your learning in each week will impact your work.	2
<b>Total for Each Week</b>	<b>6 points total</b>

Topic Breakdowns	Guidebook Components for Parents of Emergent Bilinguals	Due Dates
<b>Identification and tracking of emergent bilingual students</b>	Who are the emergent bilingual children in your district and your school? What are their ethnic and linguistic backgrounds? How many students are designated ELLs, and how are they identified and tracked in the school district?	Week 2
<b>Identification of Different Types of Bilingual Programming</b>	Provide an explanation of the different types of bilingual programming and those available in your school district	Week 4
<b>Theories &amp; research related bilingualism and learning in more than one language</b>	Provide an explanation of the research and theories that show the benefits of bilingualism and bilingual education.	Week 5
<b>Pedagogies that Support Bilingualism</b>	Describe the types of pedagogical orientations and strategies that have been shown to support bilingualism.	Week 6

<b>Resources for families</b>	Provide lists of resources and strategies for families that can help them to support their children's bilingualism, language, and literacy at home			Week 7
<b>Grade Scale</b>	A = 100 – 93% A- = 92 – 90% B+ = 89 – 88%	B = 87 – 83% B- = 82 – 80% C+ = 79 – 77%	C = 76 – 70% D = 70 – 65% F = 64 and below	

### Dispositions

In addition to the knowledge and skills central to this course, you will be assessed for your overall program on your dispositions related to *professionalism*, *fairness*, and the *belief that all students can learn*. *Professionalism* will be assessed using the class participation and attendance rubric. *Fairness* and the *belief that all students can learn* will be connected to and assessed as part of your course project

### Dispositions Rubric, Teaching and Learning

	Target	Acceptable	Unacceptable
<b>Professionalism</b> mLL-LUC-DISP.1	Demonstrates all behaviors at acceptable level and all the following: Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.	Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
<b>Fairness II</b> LUC-DISP.2	Demonstrates all behaviors at acceptable level and all of the following: Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.	Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners' needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
<b>All Students Can Learn II</b> LUC-DISP.3	Demonstrates all behaviors at acceptable level and all the following: Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	Holds high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners' progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

### Conceptual Framework and Diversity

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. While this module does not assess one of the Conceptual Framework Standards, the content is nevertheless grounded in the overarching principles of the Conceptual

Framework. This module addresses many of the major policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings. By focusing on policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education and instructional contexts for students with special needs). 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.

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

### **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](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/>

### **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.

### **Student Accommodations**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

### **Learning During the COVID-19 Pandemic**

We are still living through the coronavirus pandemic. This fact surrounds all that we do this semester because we are all affected by this circumstance and any changes in pandemic circumstances will shape our learning environment and our wider community. Our sense of community always goes beyond the University. Changes on our campus, including our classroom, can directly affect those we live with at home, some of whom may be too young or too immunocompromised to be vaccinated or shielded from the pandemic. Therefore, we must always keep in mind a sense of our larger responsibility for the common good and for protecting the health and lives of those around us.

- Students, staff, and faculty are required to follow the University guidelines, which are in place to help us create and maintain a safe learning environment across our campus. The University measures have thus far been archived at this webpage: [LUC.edu/coronavirus/](https://luc.edu/coronavirus/)
- Masks are required in all indoor spaces, including our classroom. COVID-19 testing is widely available on campus: [LUC.edu/coronavirus/oncampustesting](https://luc.edu/coronavirus/oncampustesting)
- If you have any symptoms, are feeling sick, or have tested positive, *do not come to class*. Notify me and I will work with you to continue with any learning material you may have missed because of illness.

**School of Education Commitment - COVID-19:** Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University

as soon as possible. If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.

**Center for Student Access and Assistance (CSAA)** *Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

**Syllabus Addendum Link** <https://www.luc.edu/education/academics/syllabi/> 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***.