



LOYOLA UNIVERSITY CHICAGO

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TLSC 240/410: 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 2021

Instructor Information

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Office hours: before or after class or by appointment

Module Information

Dates: September 1-December 15, 2021

Days: Wednesday

Times: 5:30-8:00 This class will be in-person however some asynchronous modalities may be used for this class

Location: Mundelein 403

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 on the cultural and linguistic resources that students bring to the classroom, as well as *maintaining and using students' native language (L1)* as a tool for learning. To accomplish these important building blocks of bilingual education, teacher candidates will learn about and engage with research, theories, and on the ground 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 to inform their analysis of the school and classroom's alignment to language use in homes and communities.

Course Texts

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

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

- 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 and what does the research show to be the most beneficial program models?
- How does a student's home language (L1) support learning in a second language (L2)?
- What are the ideologies behind different bilingual program models and bilingual pedagogies?
- How can teachers engage families in order to support their children's academic learning and bilingual development?
- Who are the bilingual students we teach and what can we learn about their language and literacy in order to build on their linguistic resources?
- What instructional methods and strategies are most effective to implement 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 benefits of bilingualism and biliteracy especially for emergent bilingual learners who have a home language other than English?
- 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
- 90% - 92% A-
- 87% - 89% B+
- 83% - 86% B
- 80% - 82% B-
- 77% - 79% C+

73% - 76% C
70% - 72% C-
67% - 69% D+
63% - 66% D
60% - 62% D-
Below 60% F

ISBE TESOL Standards

1) Bilingual Language and Literacy Domain.

The competent bilingual education teacher demonstrates social and academic language competencies in both languages to maximize biliteracy and bicultural development in their students.

2) Bilingual Instruction Domain: Planning for Standards-based ESL and Content Instruction

The competent bilingual education teacher:

A. demonstrates the ability to properly assess content instruction in the primary and target language in order to make appropriate instructional decisions.

B. demonstrates knowledge of selection of instructional materials for the bilingual classroom and ensures materials and resources are appropriate for the program model and local context

C. knows and understands research-based models of bilingual education and their features, including components, goals, benefits, limitations, and factors that determine the implementation of a particular bilingual program in a school or district.

D. is able to teach literacy in the primary language while developing the EL's literacy in the target language by making appropriate instructional modifications across the curricula.

E. demonstrates knowledge of selection of instructional materials for the bilingual classroom and ensures materials and resources are appropriate for the program model and local context.

Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF)—***Social Action through Education***—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here -

www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

Assignments

Bilingual Student, Parent or Teacher Interview (Standard 1; Standard 2d.)

20 points

With the help and support of the professor, candidates will identify either a bilingual student, parent or bilingual education teacher or policy leader with whom they can conduct an interview using questions that are centered around the themes of this course (e.g., bilingualism in society, bilingual education, linguistic identity as a bi/multilingual, etc.). The questions developed will be based on with whom the candidate will be conducting the interview and in consultation with the professor. After reviewing and making and necessary changes (recommended by the professor) the candidate will conduct the interview (virtually) and using the data collected (having recorded the interview) the candidate will write up the learning that they gained in relation to the topics and questions discussed. The narrative report that candidates submit will discuss the findings of the interview and then they will discuss how this learning will impact their work as a teacher of bilingual students.

Curriculum Materials Planning Project (Standards 2.a, b. & e)

20 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;
- create an annotated bibliography of bilingual teaching resources that you can share with your colleagues
- create some of your own bilingual materials for a given bilingual grade level/grade level band
- Share your materials with your peers and professor using an online modality such as Voice Thread and comment on your peers' presentations.

Bilingual Education Topic of Interest Research Paper (Standards 2. b., c. & d.)

20 Points

Identify a topic of interest to you in relation to bilingual education. The topic should be related to your current or future teaching context. For example, if you are an early childhood special education major, you might want to learn more about bilingualism and bilingual teaching in the early years, or you might be interested in learning more about issues of special education and bilingualism and bilingual education. Or if you are a secondary content area teacher, you might want to learn more about recommended ways to teach bilingual students in your specific content area or you might be interested in issues of bilingual identity in adolescence. These are all just examples...I will work with each of you to help you identify a topic of interest and to support you in finding articles that you can read to write a brief (5-7 page) report about what you learn and how it will help you in your current or future teaching.

Bilingual Education Programming Project (Standard 1.; Standard 2.c. & e.).

20 points

Create a pamphlet (or other approved resource) that describes a bilingual program model (you can choose to use that of your sequence school site or another one of your selection in consultation and with approval of your professor). This is an opportunity 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 (must be geared to both language groups if it is a dual language school) who may be interested in the program for their child.

- Make the text bilingual to your best ability.
- Explain how the linguistic and cultural 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 references to research that support your claims and descriptions of the program model and benefits.
- Describe approaches to teaching language, including school wide program model, curriculum, and instructional strategies, as well as parent and family involvement at the classroom and school level.

Participation (Sakai forum posts and other online discussion media and venues)

20 points

- Active participation in class discussions whether in person or online
- Active participation in any small group or partner work
- Taking initiative in communication with professor and peers that includes both active listening to others and expression of your own ideas
- Demonstrating interest and openness to new learning, different perspectives and ongoing debate, conversation, etc.
- Contribute to and respond to peer and professor feedback

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial, or ethnic) comments, especially comments directed at a classmate.

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 or by calling 773-508-7707.** All COVID-19-related questions

or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

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. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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*.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>