

Rutgers University  
Graduate School of Education  
Learning and Teaching 253:522

***Bilingual Bicultural  
Education***

***Instructor:*** Ariana Mangual Figueroa  
amf@gse.rutgers.edu  
***Meeting Time:*** Tuesdays, 4:50-7:30 pm  
***Location:*** Scott Hall, Room 202  
***Office Hours:*** Tuesdays, 2:00-4:00 pm  
and by appointment

***Course Description:***

This course introduces students to bilingual learners, principles of bilingual language learning, and historical and contemporary bilingual education policies in the United States and abroad. Through course readings, seminar assignments and discussions, and participation in a field experience, students will learn key methods and principles of bilingual and bicultural education.

***Field Experience Description:***

As part of the Teaching the World Initiative at the GSE, I have designed a field experience for this course that is housed at an elementary school in the neighboring Highland Park School District. This field experience is a six-week family literacy program that will provide students with opportunities to teach and learn from bilingual and bicultural families in an educational setting. The insights gained from the field experience will inform students' understandings of the course content and are integral to completion of the course assignments.

***Course Assignments and Activities:***

Students are expected to read all assignments and fully engage in class discussions—these are ongoing components of the course.<sup>1</sup> Attendance at every session is mandatory; absences must be discussed with the professor and more than one absence will impact a students' grade. In addition, course assignments include: (1) presentations, (2) field plans and observation protocols, (3) course postings and reflection, (4) midterm, and (5) final.

**Presentations:** Students will work in individual or small groups to investigate and present on models of bilingual and bicultural education in the United States and abroad. Due date: TBD.

**Plans and Observation Protocols:** The class will devise a template for use in their field experience. Teaching groups will upload a completed plan to Sakai by 5pm on Sunday *before* the field visit. Individual students will upload an observation protocol after each visit to the field (due by 5pm on Sunday of the week *after* the field visit).

**Course Postings and Reflection:** This course shares the theme of *globalization* with two other teacher education programs at the GSE. Students in all 3 courses will participate in online discussions 3 times during the semester. BBE students are responsible for posting within the discussions, and for writing a 3-5 page reflection due at the end of the course (TBD).

**Midterm:** Students will write a 6-8 page paper incorporating course readings and their observations as well as a one-paragraph self-assessment (to be specified as the date approaches). Due date: uploaded to Sakai by 5:00pm on March 14<sup>th</sup>.

**Final:** Students will write a 6-8 page paper modeled after the kinds of teacher essays compiled in Part II of the González et al. text (to be specified as the date approaches). Due date: uploaded to Sakai by 5:00pm May 6<sup>th</sup>.

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<sup>1</sup> The scheduled readings and in-class discussion topics are subject to change as the course progresses.

***Course Materials and Requirements:***

Textbooks:

Brisk, María Estela & Harrington, Margaret. (2007). *Literacy and Bilingualism: A Handbook for all teachers*. (2nd edition) New Jersey: Lawrence Erlbaum.

González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.

Journal articles, book chapters, and additional readings: Available on Sakai.

***Additional requirements:***

BBE students must join the Sakai site developed for all three teacher education courses sharing the theme of *globalization*. Instructions for joining this site and posting to the cross-course discussion board will be provided later in the semester.

***Research:***

This course forms part of two research projects that the professor is currently engaged in. Given the professor's interest in preparing teachers to work with linguistically and culturally diverse populations, both projects seek to document pre-service teachers' learning and development in courses that focus on teaching languages in schools with diverse constituents.

The first study hopes to examine the ways in which a funds of knowledge approach shapes pre-service teacher's collaboration with immigrant parents and children as well as teachers' perspectives about language use and learning. The professor would like to interview the BBE students, document their interactions with the families during the field experience, and collect BBE students' work for later analysis of learning and interaction.

The second study seeks to document the ways in which graduate cross-class collaboration around the theme of *globalization* shapes teachers' beliefs about diversity on a local and global scale. The professor would like to read and write about students' cross-course postings and reflections as they pertain to beliefs and understandings about diversity.

The professor will provide BBE students with further details about the research projects, as well as official letters of consent, later in the semester. **BBE students should know that their participation is entirely voluntary and will in no way affect their grades or standing in the course or program.**

**Course Outline:**

<b>Date</b>	<b>Reading Assignments Due</b>	<b>Course Assignment Due Dates</b>
January 18 <sup>th</sup>		
January 25 <sup>th</sup>	Brisk et al. Ch 1 González et al. Ch 1	
February 1 <sup>st</sup>	UN Millenium Goals Franks et al. (2009) Wiley (2002)	- Student Presentations - Cross-Course Posting
February 8 <sup>th</sup>	Brisk et al. Ch 2 González et al. Ch 2	- Student Presentations
February 15 <sup>th</sup>	Brisk et al. Ch 3 González et al. Ch 3	- Student Presentations
February 22 <sup>nd</sup>	Brisk et al. Ch 4 González et al. Ch 4	- Student Presentations - Cross-Course Posting
March 1 <sup>st</sup>	Brisk et al. Ch 5 González et al. Ch 5	- Student Presentations
March 8 <sup>th</sup>	Brisk et al. Ch 6 González et al. Intro to Part II & Ch 6	- Midterm Paper due March 14 <sup>th</sup>
<i>Spring Break</i>		
March 22 <sup>nd</sup>	Brisk et al. Ch 8 & Appendices A-D González et al. Ch 7 & 8 Suárez-Orozco (2001)	- Field Visit #1: Plan & Obsv Protocol - Cross-Course Posting
March 29 <sup>th</sup>	Brisk et al. Ch 7 González et al. Ch 9	- Field Visit #2: Plan & Obsv Protocol
April 5 <sup>th</sup>	González et al. Ch 10 Villegas & Lucas (2002)	- Field Visit #3: Plan & Obsv Protocol
April 12 <sup>th</sup>	González et al. Ch 11 Kelly et al. (2001)	- Field Visit #4: Plan & Obsv Protocol - Reflection paper
April 19 <sup>th</sup>	Brisk et al. Ch 9 & Appendix E Keiffer et al. (2006)	- Field Visit #5: Plan & Obsv Protocol
April 26 <sup>th</sup>	González et al. Part III	- Field Visit #6: Plan & Obsv Protocol
May 3 <sup>rd</sup>	González et al. Ch 15	- Final Paper due May 6 <sup>th</sup>

**Grading:**

Ongoing Coursework	Informed Engagement (reading, participation, group work)	10
Course Assignments	Student Presentations	10
	Field Plans & Obsv Protocols	20
	Course Postings & Reflection	10
	Midterm	20
	Final	30

## **Academic Integrity at Rutgers University**

**The following definition of academic integrity can be found at:**

<http://academicintegrity.rutgers.edu/>

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

The faculty shares the responsibility for educating students about the importance and principles of academic integrity. Individual faculty members<sup>2</sup> For purposes of the Academic Integrity Policy, the term faculty member includes not only tenured, tenure-track, and nontenure-track faculty members, but also part-time lecturers, TAs, staff members, and administrators who are serving as the instructor of record in a course; i.e., the instructor responsible for assigning final course grades. are also responsible for informing students of the particular expectations regarding academic integrity within individual courses, including permissible limits of student collaboration and, where relevant, acceptable citation format. Finally, all members of the faculty should report all violations of academic integrity they encounter.

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred.

For more information on academic integrity, including multimedia presentations on plagiarism and its consequences, visit

<http://academicintegrity.rutgers.edu/multimedia.shtml>

## **Week One—January 18<sup>th</sup>**

### **Introduction**

#### **In-Class Work—**

Students will be introduced to the course assignments and expectations; they will also receive information regarding the field experience. We will begin to develop a common lens for the course.

- García, Ofelia. (2006). *Minority Languages: Education*. In Keith Brown (ed.). *Encyclopedia of Language and Linguistics*, Vol. 8 (pp. 159-163). Oxford: Elsevier.

## **Week Two—January 25<sup>th</sup>**

#### **Assignment Due—**

- Brisk, María Estela & Harrington, Margaret. (2007). *Literacy and Bilingualism: A Handbook for all teachers*. (2nd edition) New Jersey: Lawrence Erlbaum.
  - Chapter 1
- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Chapter 1

#### **In-Class Work—**

Seminar discussion of assigned readings.

## **Week Three—February 1<sup>st</sup>**

#### **Assignment Due—**

- UN Millenium Goals (to be distributed)
- Franks, E.J., Mistral, A.M., & Chiola, T. (2009). *Literacy and English Language Learners in New Jersey Schools*. Retrieved from New Jersey Teachers of English to Speakers of Other Languages and the New Jersey Bilingual Educators, Incorporated website: <http://www.njtesol-njbe.org/>
- Wiley, T. (2002). Accessing Language Rights in Education: A Brief History of the US Context. In J. Tollefson (Ed.) *Language Policies in Education Critical Issues* (Pp. 39-64). New Jersey: Lawrence Erlbaum Associates.
- Cross-Course Posting

#### **In-Class Work—**

Seminar discussion of assigned readings.

## Week Four— February 8<sup>th</sup>

### Assignment Due—

- Brisk, María Estela & Harrington, Margaret. (2007). *Literacy and Bilingualism: A Handbook for all teachers*. (2nd edition) New Jersey: Lawrence Erlbaum.
  - Chapter 2
- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Chapter 2

### In-Class Work—

Seminar discussion of assigned readings.  
Student presentations.

## Week Five—February 15<sup>th</sup>

### Assignment Due—

- Brisk, María Estela & Harrington, Margaret. (2007). *Literacy and Bilingualism: A Handbook for all teachers*. (2nd edition) New Jersey: Lawrence Erlbaum.
  - Chapter 3
- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Chapter 3

### In-Class Work—

Seminar discussion of assigned readings.  
Student presentations.

## Week Six—February 22<sup>nd</sup>

### Assignment Due—

- Brisk, María Estela & Harrington, Margaret. (2007). *Literacy and Bilingualism: A Handbook for all teachers*. (2nd edition) New Jersey: Lawrence Erlbaum.
  - Chapter 4
- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Chapter 4
- Cross-course Posting

### In-Class Work—

Seminar discussion of assigned readings.  
Student presentations.

## Week Seven—March 1<sup>st</sup>

### Assignment Due—

- Brisk, María Estela & Harrington, Margaret. (2007). *Literacy and Bilingualism: A Handbook for all teachers*. (2nd edition) New Jersey: Lawrence Erlbaum.
  - Chapter 5
- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Chapter 5

### In-Class Work—

Seminar discussion of assigned readings.  
Student presentations.

## Week Eight—March 8<sup>th</sup>

### Assignment Due—

- Brisk, María Estela & Harrington, Margaret. (2007). *Literacy and Bilingualism: A Handbook for all teachers*. (2nd edition) New Jersey: Lawrence Erlbaum.
  - Chapter 6
- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Chapter 6

### In-Class Work—

Seminar discussion of assigned readings.

## Spring Break

- Midterm Paper due March 14<sup>th</sup>

## Week Nine—March 22<sup>nd</sup>

### Assignment Due—

- Brisk, María Estela & Harrington, Margaret. (2007). *Literacy and Bilingualism: A Handbook for all teachers*. (2nd edition) New Jersey: Lawrence Erlbaum.
  - Appendices A-D
- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Chapters 7 and 8
- Suárez-Orozco, M. (2001). Globalization, Immigration, and Education: The Research Agenda. *Harvard Educational Review*, 71 (3), 345-365.
- Cross-course Posting

### In-Class Work—

Field experience in Highland Park # 1



## Week Ten—March 29<sup>th</sup>

### Assignment Due—

- Brisk, María Estela & Harrington, Margaret. (2007). *Literacy and Bilingualism: A Handbook for all teachers*. (2nd edition) New Jersey: Lawrence Erlbaum.
  - Chapter 7
- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Chapter 9

### In-Class Work—

Field experience in Highland Park # 2

## Week Eleven—April 5<sup>th</sup>

### Assignment Due—

- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Chapter 10
- Villegas, Ana Maria and Lucas, Tamara. (2002). Preparing Culturally Responsive Teachers: Rethinking the Curriculum. *Journal of Teacher Education*, 53 (1), 20-32.

### In-Class Work—

Field experience in Highland Park # 3

## Week Twelve—April 12<sup>th</sup>

### Assignment Due—

- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Chapter 11
- Kelly, Clare, Gregory, Eve E. and Williams, Ann. (2001). Home to School and School to Home: Syncretised Literacies in Linguistic Minority Communities. *Language, Culture and Curriculum*, 14 (1), 9-25.

### In-Class Work—

Field experience in Highland Park # 4

## Week Thirteen—April 19<sup>th</sup>

### Assignment Due—

- Brisk, María Estela & Harrington, Margaret. (2007). *Literacy and Bilingualism: A Handbook for all teachers*. (2nd edition) New Jersey: Lawrence Erlbaum.
  - Chapter 9 and Appendix E
- Kieffer, Michael, Lesaux, Nonie, and Snow, Catherine. (2006). Promises and pitfalls: Implications of No Child Left Behind for defining, assessing, and serving English language learners. Presented at: Key Reforms Under the No Child Left Behind Act: The Civil Rights Perspective. Berkeley, CA: University of California, Berkeley. Available at [http://www.law.berkeley.edu/files/NCLB\\_ELLs\\_Final.pdf](http://www.law.berkeley.edu/files/NCLB_ELLs_Final.pdf)

### In-Class Work—

Field experience in Highland Park # 5

## Week Fourteen—April 26<sup>th</sup>

### Assignment Due—

- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
  - Part III

### In-Class Work—

Field experience in Highland Park # 6

## Week Fifteen—May 3<sup>rd</sup>

### Assignment Due—

- González, Norma, Moll, Luis C. & Amanti, Cathy. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Routledge.
- Final Paper due May 6<sup>th</sup>