

15:253:522 Bilingual Bicultural Education
Summer 2018
Online, Asynchronous Course
3 credits

Instructor	Sora Suh
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Phone	N/A
Office Hours & Location	By appointment, online
Mode of instruction	Online, asynchronous
Special Permission Required	Yes

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

General 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, assignments, and online discussions, students will learn about key methods and principles of bilingual and bicultural education.

Learning Goals

The goal of this course is to provide teachers and researchers with a preliminary understanding of key topics related to Bilingual Bicultural Education (BBE). Students will learn and employ key concepts regarding who counts as a bilingual and second language learner, what educational contexts serve the needs of these students, where current research on BBE is conducted, when educational professionals should assess students' language and development, and why BBE is an important social and educational process.

Class Materials and requirements

All available online via the link provided or on the course page for the week. See the end of this syllabus for the full citation of each reading, video, and resource, organized by week.

Assignments

1) Weekly review, discussion and extensions of readings (50% of final grade).

2) Midterm (25%)

I. Annotated Bibliography

Students will contribute 3 annotated sources to the class annotated bibliography as well as a one-paragraph self-assessment.

Formatting details:

- 12 pt., Times New Roman font
- American Psychological Association citation and stylistic conventions
 - consult the *Publication Manual of the American Psychological Association*, Sixth Edition, published in 2010

II. Self-assessment:

Write a one-paragraph self-assessment that addresses the following questions:

- How would you describe your experience in the course thus far?
- Are you meeting the goals that set for yourself at the onset of the semester or program?
- What grade would you give yourself in the class at this point? Why?

Formatting details:

- one or two (maximum) paragraphs
- 12 pt., Times New Roman font
- 1" margins

3) Final (25%)

Students will write a 1,500 word position paper on developing a bilingual education program in a New Jersey public school.

Task:

Imagine that you are a bilingual-certified teacher in a New Jersey public school setting. About two months into the school year, your principal asks that you to share your professional opinion about best practices for developing a bilingual program at your school. The principal asks you this with the intention of using your statement to advocate for much-needed resources from the local school board and to gain their approval to develop the school's bilingual program. (S)he plans on sharing your position statement with other administrators and district leadership, so (s)he asks you to include a brief description of an ideal bilingual program, the classes that would be included, and your student population. You want to succinctly articulate your position, focusing on the following areas: research-based program models, research-based instructional practices, classroom materials, and opportunities for professional collaboration and development. Draft a 1,500 word position statement addressed to your principal that addresses these points (and any others that you deem relevant). Imagine that you are submitting this position statement to your school administration in a formal memo.

Summary of assignments and grades

Assignment	Due date	Weight
Participation and ongoing assignments	Ongoing	50%
Midterm Annotated Bibliography Entries	Sunday, March 8 11:59pm on Sakai.	25%
Final Assignment: Professional Memo	Sunday, May 10 at 11:59pm on Sakai	25%

Course Grades

Grade	Percent
A	95.00-100.0%
B+	90.00-94.99%
B	85.00-89.99%
C+	80.00-84.99%
C	75.00-79.99%
F	Under 75%

Class Policies

Academic Integrity Policy: The consequences for violating policies of academic integrity and the student code of conduct are serious. I expect that you will comply with standards of academic integrity (that is, all the work you present is your own) in this course. For any and all assignments no copying of any kind is allowed, unless copied text is placed within quotations and appropriately cited. Paraphrased text must be appropriately cited. The consequences of clear evidence of extensive plagiarism include, but are not limited to, a grade of F for the assignment AND the course. If you have questions about an assignment or the course content, please seek assistance. You should not turn in the same work in two separate classes. To avoid problems, don't wait until the last minute to begin an assignment.

- For information on the academic integrity policy, please go to:
<http://academicintegrity.rutgers.edu/integrity.shtml#>
- A multimedia presentation on plagiarism can be found at:
<http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>
- The University Code of Student Conduct can be accessed at:
<http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>

Care, Respect and Integrity. These three words apply to the written and verbal exchanges of this class. A respectful attitude is expected for class discussions, on-line postings, and interpersonal communication with instructor and colleagues. Our classroom and learning environments are safe and open spaces. Please be respectful of each other and of your instructor.

Emails to instructor and peers should always begin by a greeting, include clear and reasonable questions and/or request, and end with salutations. I make sure to respond to emails within a couple of days (i.e. I

do not always respond within the next 10 min, nor do I check my messages at 3am). In the event I do not respond after that time, a kind email reminder is welcome.

Accommodations for Disabilities: Students requiring accommodations related to disabilities should make sure that they communicate their needs in advance to the instructor in coordination with the Rutgers Office of Disability Services to ensure that they receive appropriate supports.

Syllabus and Assignment Due Dates (Tentative)

Week, Topic, and Overarching Question(s)	Required Readings and Videos	Required Activities/Assignments
INTRODUCTION TO TERMS AND CONCEPTS		
<p>Week 1 (Jan 20-25)</p> <p>Topic: key terms and definitions</p> <p>Overarching Questions: What does it mean to be bilingual?</p> <p>What different kinds of language learners exist?</p>	<p>Required Print Reading:</p> <p>Genesee et.al. Textbook, Chapter 1 (Introduction)</p> <p>Required Online Reading:</p> <p>http://www.nabe.org/BilingualEducation?mode=0&css=0&ver=4.4.4.0keynote_cobaltf3e69349634804686460000000634801206500000000#Why_Controversial</p> <p>Required Online Watching:</p> <p>https://www.youtube.com/watch?v=Ob4gcERZfv8</p> <p>(Video duration: 1 minute, 52 seconds)</p>	<p>Required Assignment 1:</p> <p>I.a) Read my bio and write your own introduction to the members of the class</p> <p>b) Using the student language profiles in Chapter 1 as a model, write and post your own language profile (3 paragraph maximum), weaving in at least the following information-- What language(s) are you familiar with? To what degree? What language(s) have been educated in or taught? What language(s) have you encountered in your community, work, and/or travels? If you can, in the space allotted, feel free to apply the key terms cited in the chapter: including, but not limited to, dual-language learner, second-language learner, majority language, minority language, etc.</p> <p>Required Assignment 2:</p> <p>II. KWL chart -</p> <p>a) Pre-reading Post After previewing the course by reading the syllabus and exploring the website, post your responses in the first two columns of the KWL chart (under K and W). Here, you will provide two ideas in each column--what you know and what you want to know about BBE.</p> <p>b) Post reading/video watching Post Add an idea under the L column of the KWL chart.</p> <p>Required Assignment 3:</p> <p>III. Get acquainted with the syllabus and final project</p>
<p>Week 2 (Jan 26-Feb 1)</p> <p>Topic: Language and Culture</p> <p>Overarching Questions: Who are the students in BE classrooms today?</p>	<p>Required Print Reading:</p> <p>Genesee et.al. Textbook, Chapter 2 (Language and Culture)</p> <p>Required Online Watching:</p> <p>Short film on Integration and Immersion. Here</p>	<p>Required Assignment :</p> <p>Get your feet wet conducting independent research this semester by logging in to your Rutgers library account and browsing the premier journal published by the National Association for Bilingual Education (NABE). The title of this journal is:</p> <p>Bilingual Research Journal</p> <p>Required Activity:</p> <p>Post your response to the following prompt: Imagine that you are a teacher in a classroom that includes dual-language or second-language students in your class. (Some of</p>

	<p>administrators and parents working to make decisions about the importance of bilingual education for their children, considering the pros and cons and the cultural implications of this choice.</p> <p>http://vimeo.com/15911616</p> <p>(Video duration: 4 minutes, 26 seconds)</p>	<p>you may not have to use your imagination because you are currently teaching in this setting! But all of you can draw on ideas from the required reading and watching).</p> <p>What aspects of your students' culture might be relevant to your everyday teaching?</p> <p>What might you do to learn more about these cultural practices?</p> <p>The authors suggest four ways that educators and educational researchers can move towards viewing culture as a "constellation of practices." Pick one of their four recommendations and describe how you might apply it in your teaching context.</p> <p>In a 1 paragraph response, reply to each question in the prompt, making reference to the required readings when appropriate.</p> <p>Once you have posted your own response, read and comment upon the response of two other colleagues in the course. Feel free to offer your colleague statements of agreement and affirmation, constructive questions, and suggestions for further consideration (making reference to the course readings whenever relevant).</p>
<p>Week 3 (Feb 2-Feb 8)</p> <p>Topic: Bilingualism and the brain</p> <p>Overarching Question: What are the cognitive benefits of becoming bilingual?</p>	<p>Required Print Reading: Genesee et.al. Textbook, Chapter 3 (The Language-Cognition Connection)</p> <p>Required Online Watching: Ellen Bialystock lecture at York University in Ontario, Canada https://www.youtube.com/watch?v=gOniNOPMyJg</p> <p>(Video duration: 1 minute, 36 minutes, 46 seconds. You are required to watch until the 19 minute, 30 second mark.)</p>	<p>Required Activity: Complete the T-Chart regarding beliefs about bilingualism</p> <p>What comments have you heard about bilingualism? Given what we have read, discussed, and learned in the class to date, how would you respond to these comments? You can include negative comments or concerns about bilingualism that you rebut or positive comments that you extend by including citations from the course readings and videos to date. If you need help brainstorming a list of myths and realities, visit: http://speakingintonguesfilm.info/myths-realities-for-native-english-speakers/</p> <p>Required assignment: Imagine that the principal of the school where you teach is considering starting a bilingual program. She has asked you to make a presentation to the administration and staff regarding the benefits of bilingualism. Create one PowerPoint slide on the benefits of being bilingual. Choose ONE possible benefit and include: 1) an explanation of that benefit 2) references to the reading (or to a research study that you have read regarding the point) 3) a statement about why this matters for teachers and administrators in schools</p> <p>You may also include audio and visual media if you would like to go beyond text.</p>
<p>HISTORICAL AND CONTEMPORARY PERSPECTIVES ON BILINGUALISM IN THE US</p>		

<p>Week 4 Historical Underpinnings (Feb 9-Feb15)</p> <p>Topic: Changes in US language policy over time</p> <p>Overarching Question: How have changing beliefs about the significance of bilingualism influenced teaching and learning?</p>	<p>Required Print Reading: Wiley, T.G. and Wright, W.E. (2004). Against the Undertow: Language-Minority Education Policy and Politics in the "Age of Accountability". Educational Policy 18, 142-168.</p> <p>Required Online Watching: No Child Left Bilingual Part I https://www.youtube.com/watch?v=AlUEdj6lkw (Video duration: 9 minutes, 16 seconds)</p>	<p>Required Activity: Poll a teacher about their experiences teaching in an era of accountability. Ask specific questions about the effects of testing policies on their abilities to teach language learners in their classes.</p> <p>Required Assignment: Report back to the class in a two paragraph response: 1) post a one paragraph report of your findings that includes a summary of the teacher's response 2) include a second paragraph where you make connections to this week's readings.</p> <p>Read two of your colleagues' posts and add your own response to their commentary. Does their response echo or depart from what you heard in your brief interview? Does the response extend or challenge this week's readings and video?</p>
<p>Week 5 Language Rights (Feb 16-Feb 22)</p> <p>Topic: A framework for thinking about language rights in the US and internationally</p> <p>Overarching Question: What does the term language rights mean and how has it been taken up in various contexts?</p>	<p>Required Print Reading: Skutnabb-Kangas, T. Chapter in Language Policy book</p> <p>Required Online Watching: https://www.youtube.com/watch?v=OFW-SnKM24Y (Video duration: 2 minutes, 10 seconds)</p>	<p>Required Activity: Browse through the website for the European Council, attending specifically to the pages on Human Rights related to Regional and Minority Languages (http://www.coe.int/t/dg4/education/minlang/).</p> <p>Download the brochure on The Charter, found at: http://www.coe.int/t/dg4/education/minlang/Brochure/Default_en.asp</p> <p>Read the brochure in preparation for the required assignment (see below).</p> <p>Required Assignment: If you were an expert assigned to the Committee of Experts (see page 8 of the brochure), what evidence of linguistic rights would you (as an educator-expert) want to see when you visited states to monitor their progress? What specific education-related activities would you look for? Post your response, including 3 pieces of evidence and make specific connections to how this evidence would help to indicate that the specific principles of The Charter.</p>
<p>BILINGUAL POLICY AND PROGRAMS</p>		
<p>Week 6 Bilingual Education in the</p>	<p>Required Online Reading:</p>	<p>Required Activity: Review the slideshow created for the NJ DOE regarding the Common Core State Standards and English Language Learners in</p>

<p>context of current US educational policies (Feb 23-Mar 1)</p> <p>Topic: What are some of the new ways that language is being conceived of within the era of Common Core Standards?</p> <p>Overarching Question: What are our responsibilities for teaching language to our students, specifically in our role as BE teachers?</p>	<p>Read the paper by van Lier and Walqui, entitled "Language and the Common Core State Standards": http://ell.stanford.edu/sites/default/files/pdf/academic-papers/04-Van%20Lier%20Walqui%20Language%20and%20CCSS%20FINAL.pdf</p> <p>Required Online Watching: Watch the video of Aida Walqui, sharing the main points of the article that you have just read: http://ell.stanford.edu/publication/language-and-common-core-state-standards</p> <p>(Video duration: 2 minutes, 57 seconds)</p>	<p>New Jersey: http://www.state.nj.us/education/bilingual/pd/CCSS.pdf</p> <p>Required Assignment: Choose one slide that gives you insight into the way that language is being defined and discussed in New Jersey. This slide should also give you some insight into how this understanding of language is connected to the Common Core State Standards. Create your own PowerPoint slide that merges the key points from the reading and the NJ DOE slideshow--only paraphrasing key ideas--and demonstrates your own understanding of the meaning and significance of language in this context, and the particular role of bilingual teachers in advancing literacy and learning in schools. Review the slides and post your response to two classmates slides.</p>
<p>Week 7 Types of Bilingual Education Models (Mar 2-Mar 8)</p> <p>Topic: The variety of approaches to teaching bilingually in the US</p> <p>Overarching Question: What types of bilingual program models exist? How do these program differences matter for teaching pedagogy and student learning?</p>	<p>Required Print Reading: Freeman, R. (2007). Reviewing the Research on Language Education Programs. In O. García and C. Baker (Eds.), Bilingual Education An Introductory Reader (pp. 3-18). Clevedon, UK: Multilingual Matters.</p> <p>Required Online Watching: Take a firsthand look at a dual-language Spanish-English bilingual program in Washington: https://www.youtube.c</p>	<p>Required Activity: Read the definitions for bilingual programs provided on the New Jersey Department of Education website: http://www.nj.gov/education/bilingual/policy/programs/</p> <p>Required Assignment: Complete the T-chart comparing the definitions provided by Freeman and the definitions provided by the NJ DOE. Write one paragraph explaining how you think bilingual education has been adapted locally to meet the needs of communities and schools in the state of New Jersey.</p>

	om/watch?v=KfegW-v7wu0 (Video duration: 14 minutes, 31 seconds)	
Mar 8	Midterm Due	
BILINGUAL PEDAGOGY		
Week 8 Scaffolding and Language as Action (Mar 9-Mar 15) Topic: Reconceptualizing language as a set of grammatical rules or forms and moving towards an understanding of language as a set of practices Overarching Question: What would it mean for you to consider language as a set of practices? How would this change your teaching?	Required Print Reading: Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. The International Journal of Bilingual Education and Bilingualism 9(2), 159-180. Required Online Watching: On scaffolding, from the Pennsylvania Department of Education https://www.youtube.com/watch?v=9gNjGD_W3dM (Video duration: 5 minutes, 13 seconds)	Required Assignment: Choose one of the teaching tools in the Walqui article (Figure 2, 3, or 4) and adapt it for your own current or imagined teaching context. Identify a text that you would read with your students and modify the figure so that it scaffolds student's reading of that text. Make content, language, and age-appropriate modifications.
Spring Recess Mar 14-Mar22		
Week 9 Developing Translanguaging Approaches (Mar 23- Mar 29) Topic: Considering another perspective on language as social action Overarching Question: How does the	Required Print Reading: Velasco, P. & García, O. (2014) Translanguaging and the Writing of Bilingual Learners. Bilingual Research Journal: The Journal of the National Association for Bilingual Education, 37(1), 6-23. Required Online Watching: https://www.youtube.com/watch?v=1HXo25S	Required Activity: Find a person--colleague, friend, family member--and take at least 10 minutes to explain the concept of "translanguaging" to them based on your developing understanding from reading and watching this week's assignments. This can be an informal conversation that takes place over lunch in the staff lounge or on a walk with a friend. Explain to them that you are interested in their responses and questions, specifically focused on what this might mean for you as a classroom teacher. Take notes as you engage in this conversation. Required Assignment: In a threaded discussion, share two key points that you communicated during your conversation and share at least two of the responses that you received (ideally, your report-back would

<p>concept of translanguaging contribute to or challenge your existing beliefs about language learning and teaching?</p>	<p>16a4 (Video duration: 9 minutes, 57 seconds)</p>	<p>include one comment and one question, though two comments and two questions is also acceptable). Read the posts shared by two of your colleagues and respond with the following: a quote from the reading or video that extends or challenges what they've reported and a connection that you made to your own experience of sharing the concept with a peer.</p>
<p>Week 10 Developing an asset view of students (Mar 30-Apr 5)</p> <p>Topic: Shifting from deficit to asset-based views of students</p> <p>Overarching Question: What perspectives do you tend to hear around you? What do you bring to your teaching?</p>	<p>Required print reading: Nieto, S. (1994). Lessons from students on creating a chance to dream. <i>Harvard Educational Review</i> 64(4), 392-426.</p> <p>Required online watching: Video Sonia Nieto: https://www.youtube.com/watch?v=pOFCsYPol5g (Video duration: 2 minutes, 35 seconds)</p>	<p>Required Activity: Nieto advocates for "listening to students" (see pages 396 and 420, in particular). Given your current or imagined teaching context, what would it mean to listen to students? What opportunities do you/would you need to create to listen in the ways that Nieto advocates? What do you imagine that your students might say and what would you do with that newfound information? Take notes on your own as you read and watch and then use those notes to complete the required assignment.</p> <p>Required Assignment: Complete the template provided to make connections between the Nieto article and video and your own reflections about your teaching practice. The focal questions mirror those that you used for the note taking activity: Given your current or imagined teaching context, what would it mean to listen to students? What opportunities do you/would you need to create to listen in the ways that Nieto advocates? What do you imagine that your students might say and what would you do with that newfound information?</p>
<p>Week 11</p> <p>Bilingual Education--teaching about language and identity (Apr 6-Apr 12)</p> <p>Topic: Examining how teachers and students make connections between language, identity, and society</p> <p>Overarching Question: How does one bilingual program</p>	<p>Required Print Reading: Mangual Figueroa, A., Baquedano-López, P., & Leyva-Cutler, B. (2014). <i>La Cosecha/The Harvest: Sustainable Models for School-Community Engagement at a Bilingual Program</i>. <i>Bilingual Research Journal</i>, 31(7), 43-63.</p> <p>Required Online Watching: Watch the video that accompanies the article: La Cosecha Video (video duration: 42</p>	<p>Required Activity: Pick one of the key concepts that we have discussed so far in this section of the course on bilingual pedagogy: Scaffolding, translanguaging, or developing an asset view. As you watch the video, identify examples of how the teacher and students engage in one of these activities. Enter your notes into the template provided.</p> <p>Required Assignment: Reread the last paragraph of the article found on page 60. It provides several recommendations for educators working in bilingual settings: 1) considering "the central role that language can play in learning about and replicating best practices for empowerment and sustainability" 2) audio recording classroom interaction in order "to listen in on learning while becoming an active participant in the unfolding educational activity" 3) "developing long-term, socially relevant units of instruction that invite participation among key stakeholders" 4) identifying "linguistic role models who can not only support student learning but also teach educators about unique</p>

<p>integrate language learning and identity development?</p>	<p>minutes, 57 seconds)</p>	<p>approaches to socializing children to become empowered agents of learning and change”</p> <p>Choose one of these four recommendations and complete the t-chart provided, answering the following questions: What examples of this are provided in the article? How might I apply this recommendation in my current or imagined teaching context?</p>
<p>Week 12 Making home-school connections (Apr 13- Apr 19)</p> <p>Topic: Models and ideas for connecting parents and teachers</p> <p>Overarching Question: What can you do in your teaching context to collaborate with and work alongside your students’ parents?</p>	<p>Required print reading: Delgado-Gaitan, C. (1991). Involving Parents in the Schools: A Process of Empowerment. American Journal of Education, 100(1), 20-46.</p> <p>Required online watching: Watch this trio of video--2 interviews with one parent and 1 webinar presentations that builds on the interviews--made available by the New Jersey Department of Education.</p> <p>http://www.state.nj.us/education/bilingual/parents/family.htm</p> <p>(Includes three videos: 2 interviews with one parent. The first video is 2 minutes, 28 seconds long and the second one is 6 minutes, 9 seconds long. The webinar is 1 hour and 39 seconds long)</p>	<p>Required Activity: Listen again to what Mary Cowhey said from 12:36-14:50 minutes. She talks about two kinds of families and teachers’ work: she describes one group as “the harvest of the low-hanging fruit” and then she provides characteristics of the families that are easiest to communicate with. She then contrasts these families to those that she works closely with, which she calls “the high-hanging fruit, the fruit where you really gotta climb a ladder” and then she provides a description of these families. Then, pause the webinar at minute 17:32 and write your responses to the questions projected on the slide.</p> <p>Required Assignment: Consider the questions that the Webinar leader, Mary Cowhey, posed at the very end of the webinar. Listen again to her reading the questions from 49:20 through 49:50 minutes.</p> <p>Where can you find them? Who are the parent/guardian leaders (and potential leaders) in your school and community? Who can you collaborate with? What strengths can you build on? How can you make current activities more appealing and accessible? Where will you begin?</p> <p>Post your responses to these questions in a threaded discussion, weaving in ideas that Mary Cowhey shared in the webinar. Respond to two of your colleagues, chiming in with your own ideas about rethinking parental involvement at your school, considering which parents you would like to connect with more, and thinking ahead to how you might implement some of these important ideas in your current or imagined teaching context.</p>
<p>ASSESSMENT</p>		
<p>Week 13 Assessment of</p>	<p>Required Print Reading: Abedi, J. (2004). The</p>	<p>Required Activity: Find an assessment artifact--by this I mean a sample test item</p>

<p>Bilinguals (Apr 20-Apr 26)</p> <p>Topic: Standardized Assessments</p> <p>Overarching Questions: What are some of the existing challenges with using standardized exams to test bilingual and ELL students' learning?</p>	<p>No Child Left Behind Act and English language learners: Assessment and accountability issues. Educational Researcher, 33 (1), 4 – 14.</p> <p>Required Online Reading: Kieffer, M., Lesaux, N., and Snow, C. (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.</p> <p>Available at http://www.law.berkeley.edu/files/NCLB_ELLs_Final.pdf</p> <p>Required Online Watching: See what Jamal Abedi has to say about ELL students' "opportunity to learn" in classrooms: https://vialogues.com/vialogues/play/3318 (Video duration: 3 minutes, 7 seconds)</p>	<p>from a standardized test or summative exam which can be in English or another language--and consider the language and content demands of the question or prompt. In your analysis, include a brief description of the challenges that this type of assessment would pose for bilingual students and language learners, and the challenges that it poses for you as a teacher. Take notes using the template provided.</p> <p>Required Assignment: Post your completed template in the class gallery for your peers and I to view. While you do not have to post on each other's responses this week, I encourage you to read and learn from one another's responses.</p>
<p>Week 14 Performance-based assessments (Apr 27-May 3)</p> <p>Topic: Performance-based assessments</p>	<p>Required Online Reading: https://scale.stanford.edu/system/files/performance-assessments-english-language-learners.pdf</p>	<p>Required Activity: Based on the illustrative examples of performance-based assessments that Abedi provides on pages 14 and 15 on the Required Online Reading, find a performance-based assessment artifact and compare it to the standardized or summative exam item that you analyzed from last week. Use the template provided to organize your notes.</p>

<p>as an alternative to standardized testing</p> <p>Overarching question: What are some of the possibilities and advantages of using performance-based assessments in a bilingual context?</p>	<p>Required online watching: Watch Lorraine Valdez Pierce present a webinar on performance-based assessments for ELLs: http://www.colorincolorado.org/webcasts/assessment/#readings (Video duration: 45 minutes)</p>	<p>Required Assignment: Post your two items (standardized and performance-based) and your comparative analysis to the class gallery. Read through and respond to the work of two of your peers in the threaded discussion provided.</p>
<p>May 7</p>	<p>Optional last session or individual conferences to discuss the course and final</p>	
<p>May 10</p>	<p>Final Assignment Due</p>	

Readings, Videos, and Resources: Full Citations

Week One

January 20-January 25

Required Print Reading:

Genesee, F., Paradis, J., & Crago, M.B. (2004). Introduction. In F. Genesee, J. Paradis, & M.B. Crago (Eds.), *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning* (pp. 1-25). Baltimore, Maryland: Brookes Publishing.

Required Online Reading:

National Association of Bilingual Education (n.d.). *Why is Bilingual Education Controversial?*
Retrieved from
http://www.nabe.org/BilingualEducation?mode=0&css=0&ver=4.4.4.0keynote_cobaltf3e69349634804686460000000634801206500000000#Why_Controversial

Required Online Watching:

Great Schools (Producer). (2012). *Dual Language Immersion and Bilingual Education*.
Available from: <https://www.youtube.com/watch?v=Ob4gcERZfv8>

Week Two

January 26-February 1

Required Print Reading:

Gutiérrez, K.D. & Rogoff, B. (2003). Cultural Ways of Learning: Individual Traits or Repertoires of Practice. *Educational Researcher*, 32(5), 19-25.

Goldenberg, C. (2008). Teaching English Language Learners: What the research does--and doesn't--say. *American Educator*, summer, 8-44.

Required Online Watching:

Speaking in Tongues (Producer). (2011). *Integration and Immersion*. Available from:
<http://vimeo.com/15911616>

Week Three

February 2-February 8

Required Print Reading:

Genesee, F., Paradis, J., & Crago, M.B. (2004). The Language-Cognition Connection. In F. Genesee, J. Paradis, & M.B. Crago (Eds.), *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning* (pp. 39-60). Baltimore, Maryland: Brookes Publishing.

Required Online Watching:

YorkU Alumni (Producer). (2013). *York Circle Lecture - Bilingualism, Brain, and Behaviour: What's the Connection?* Available from: <https://www.youtube.com/watch?v=gOniN0PMYJg>

Week Four

February 9-February 15

Required Print Reading:

Wiley, T.G. and Wright, W.E. (2004). Against the Undertow: Language-Minority Education Policy and Politics in the "Age of Accountability". *Educational Policy* 18, 142-168.

Required Online Watching:

Cristian Solorza (Producer). (2007). *No Child Left Bilingual Part I*. Available from:
<https://www.youtube.com/watch?v=AlUEEdj6lkw>

Week Five

February 16-February 22

Required Print Reading:

Skutnabb-Kangas, T. (2006). Language Policy and Linguistic Human Rights. In T. Ricento (Ed.), *An Introduction to Language Policy Theory and Method* (pp. 273-291). Malden, Massachusetts: Blackwell Publishing.

Required Online Watching:

Angelica Galante (Producer). (2013). *Linguicism and Linguistic Imperialism*. Available from:
<https://www.youtube.com/watch?v=OFW-SnKM24Y>

Week Six

February 23- March 1

Required Online Reading:

van Lier, L. & Walqui, A. (n.d.). *Language and the Common Core State Standards*. Retrieved

from: <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/04-Van%20Lier%20Walqui%20Language%20and%20CCSS%20FINAL.pdf>

Required Online Watching:

Stanford University (Producer). (n.d.). *Language and the Common Core State Standards*.

Available from:

<http://ell.stanford.edu/publication/language-and-common-core-state-standards>

Week Seven

March 2- March 8

Required Print Reading:

Freeman, R. (2007). Reviewing the Research on Language Education Programs. In O. García and C. Baker (Eds.), *Bilingual Education An Introductory Reader* (pp. 3-18). Clevendon, UK: Multilingual Matters.

Required Online Watching:

EvergreenElementary SheltonWA (Producer). (2013). *Dual Language Program at Evergreen Elementary*. Available from: <https://www.youtube.com/watch?v=KfegW-v7wu0>

Week Eight

March 9-March 15

Required Print Reading:

Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. *The International Journal of Bilingual Education and Bilingualism* 9(2), 159-180.

Week Nine

March 23-March 29

Required Print Reading:

Velasco, P. & García, O. (2014) Translanguaging and the Writing of Bilingual Learners. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 37(1), 6-23.

Required Online Watching:

NALDIC (Producer). (2009). *NALDIC 17 Ofelia García Part 2*. Available from: <https://www.youtube.com/watch?v=1HXo25S16a4>

Week Ten

March 30-April 5

Required Print Reading:

Nieto, S. (1994). Lessons from students on creating a chance to dream. *Harvard Educational Review* 64(4), 392-426.

Required online watching:

Teaching Tolerance (Producer). (2012). *Multi-Lingualism as an Asset not a Deficit*. Available from: <https://www.youtube.com/watch?v=pOFCsYPol5g>

Week Eleven

April 6-April 12

Required print reading:

Mangual Figueroa, A., Baquedano-López, P., & Leyva-Cutler, B. (2014). La Cosecha/The Harvest: Sustainable Models for School-Community Engagement at a Bilingual Program. *Bilingual Research Journal*, 31(7), 43-63.

Required Online Watching:

Ariana Mangual Figueroa (Producer). (2011). La Cosecha. Available in course shell.

Week Twelve

April 13-April 19

Required print reading:

Delgado-Gaitan, C. (1991). Involving Parents in the Schools: A Process of Empowerment. *American Journal of Education*, 100(1), 20-46.

Required online watching:

New Jersey Department of Education (Producer). (n.d.). *Family Engagement: Authentic Partnerships for Increasing Achievement*. Available from: <http://www.state.nj.us/education/bilingual/parents/family.htm>

Week Thirteen

April 20-April 26

Required Print Reading:

Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*, 33(1), 4 –14.

Required Online Reading:

Kieffer, M., Lesaux, N., and Snow, C. (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. Retrieved at: http://www.law.berkeley.edu/files/NCLB_ELLs_Final.pdf

Required Online Watching:

Teachers College Record (Producer). (n.d.). *Assessing English Language Learners' Opportunities to Learn Mathematics: Issues and Limitations*. Available from: <https://vialogues.com/vialogues/play/3318>

Week Fourteen

April 27-May 3

Required Online Reading:

Abedi, J. (2010). *Performance Assessments for English Language Learners*. Palo Alto, California: Stanford Center for Opportunity Policy in Education. Retrieved from:
<https://scale.stanford.edu/system/files/performance-assessments-english-language-learners.pdf>

Required online watching:

Colorin Colorado (Producer). (n.d.). *Assessment of English Language Learners*. Available from:
<http://www.colorincolorado.org/webcasts/assessment/#readings>