

SPAN 491/540: Bilingualism in the US:

From the theory to the classroom



Instructor:	Prof. Silvia Perez-Cortes
Time and place:	Wednesdays - 6:00 pm – 8:40 pm Armitage Hall, Room 108
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Welcome to the *Bilingualism in the US*, a course designed for students who want to gain a better understanding of the main tenets of bilingual language acquisition (age of onset, the role of input, types of bilingualism, language planning), with a particular emphasis on the integration of multilingualism and multiculturality in the foreign language classroom. Students will also be encouraged to reflect about current controversies regarding bilingualism in the US educational system and society as well as in their everyday lives.

I. COURSE OBJECTIVES

The main objective of this course is to introduce students to the field of bilingualism, emphasizing the need to understand the cognitive, linguistic, educational and social complexity entailed by this topic. At the end of this class, students will be able to:

1. **UNDERSTAND** the main tenets of bilingualism, including (but not limited to) the effects of age, proficiency and language activation in dual language development and fundamental concepts related to the field.

2. **ANALYZE** and **DISCUSS** the most recent development regarding bilingual educational policies and linguistic struggles in the US, with an emphasis on the tri-state area.
3. **IMPLEMENT** effective techniques to engage bilingual students in the foreign language classroom and improve their experience in the schooling system.
4. **EXAMINE** and **EVALUATE** current measures used to assess the progress and linguistic skills of young bilinguals (K-12), including SLI diagnosis and ELP tests.

II. COURSE MATERIALS

A. Required Textbook:

- Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism* (5th ed.). Buffalo, NY: Multilingual Matters.

B. Additional sources:

- Austin, J. R., Blume, M., & Sanchez, L. (2015). *Bilingualism in the Spanish-Speaking World: Linguistic and Cognitive Perspectives*. United Kingdom: Cambridge University Press.
- Beeman, K., & Urow, C. (2012). *Teaching for Biliteracy: Strengthening Bridges Between Languages*. United States: Caslon Publishing.
- Bhatia, T. K., & Ritchie, W. C. (Eds.). (2012). *The Handbook of Bilingualism and Multilingualism*. Malden, MA: Wiley-Blackwell (an imprint of John Wiley & Sons Ltd).
- Feinberg, R. C. (2002). *Bilingual Education: A Reference Handbook*. United Kingdom: ABC-Clio.

III. RULES AND REQUISITES

A. ATTENDANCE: Given the interactive nature of the lectures, regular attendance to class is expected. Absences should be notified in advance to the instructor, and arrangements should be made to hand in any required work due. If a student is absent or late to class often, points will be deducted from their final grade.

B. PARTICIPATION and PREPARATION: You are expected to participate **actively** in class. Classroom interaction also includes listening carefully to other students in order to engage in thoughtful dialogue. Making mistakes is part of learning a language and it will not affect your participation grade, whereas not being prepared for class will affect your grade. **You are expected to complete assigned homework and thoroughly review the thematic material.**

C. PRESENTATIONS: Students will be required to do three oral presentations throughout the course. In the first two, assigned at the beginning of the semester, students will be responsible for reading a research paper and creating a powerpoint (or Prezi) presentation for the rest of the class. The second one will consist on the

presentation and reflection of one of your lesson plans. Students will be expected to provide a rationale behind their choices of standards, activities and interactions.

D. TAKE HOME EXAMS: There will be two take home exams in this course. Students will be given 5 days to complete the exams using the relevant readings and materials presented in class. Students will be given each exam on a Wednesday, and they will be required to upload their responses to their personal dropbox **before 9 pm Sunday**. Late assignments will be deducted points accordingly.

E. HOMEWORK: The instructor will assign homework based on the materials and concepts reviewed in the readings. Students will be required to complete the activities assigned and hand them in during the next class. The quality of the work will be graded based on students' use of the class materials and weekly discussions.

F. PORTFOLIO: Students will be required to compile a portfolio that will include several activities related to the topics presented in class.

There will be 3 types of tasks:

- 5 short “reaction papers”
(undergraduates: 400 words each; **graduates:** 650 words each)
 - o This task will involve real-life scenarios where students will be prompted to solve a problem or a series of questions using the materials seen in class.
- Lesson plans
 - o Students will use the standards and templates provided in class –along with their knowledge on language development in bilinguals- to design lesson plans (1 day each) using different approaches.
 - **Undergraduates:** 1 lesson plan (individual) or 2 (groups)
 - **Graduates:** 2 lesson plans (1 individually, 1 individually/groups)
- 1 reflection of a classroom observation (deadline TBA)
 - o The instructor will coordinate several opportunities to visit different schools where they implement bilingual instruction. Students will be required to attend to one of these sessions and write a reflection about their experience.

The deadlines below are designed to facilitate the organization and completion of the students’ portfolio throughout the course:

Deadline	Activity
Week 3	Reaction paper 1
Week 4	Reaction paper 2
Week 6	Reaction paper 3
Week 8	Reaction paper 4
Week 10	Reaction paper 5
Week 11	Lesson plan – Biliteracy
Week 13	Lesson plan- WIDA standards
TBA	Classroom observation

G. GRADE DISTRIBUTION and GRADING SCALE: Grades will be calculated on a percentage basis. The grade will be based on the following evaluations:

GRADE DISTRIBUTION

Participation and attendance	10%
Presentations (3)	15%
Take home (2)	15%
Homework	10%
Portfolio (50%)	
Reaction papers (5)	25%
Lesson Plans (1 or 2)	15%
Classroom observation	10%

GRADING SCALE

A	90%-100%
B+	87%- 89%
B	80%- 86%
C+	77%- 79%
C	70% -76%
D	60% -69%
F	0% -59%

H. COURSE CALENDAR.

(*) This calendar may be subject to changes during the course. Please check the most updated version in our Sakai page. You will also find some of the readings and homework there.

CB: stands for Colin Baker's mandatory textbook.

Week	Day	In class	Lecturas
1	Wednesday Sept. 2	Course presentation Basic concepts and definitions - Previous knowledge on the topic. - Important terminology and background information.	
2	Wednesday Sept. 9	Early language development	1. CB: Chapter 5 "The early development of Bilingualism" p.93-114. 2. Genesee, F., & Nicoladis, E. (2008). Bilingual first language acquisition, p.324-342.
3	Wednesday Sept. 16	Late language development (SLA) Hand in reaction Paper 1	1. CB: Chapter 6 "The later development of bilingualism", p.116-137. 2. Paradis, J. (2007). Second Language Acquisition in Childhood, p.387-405.
4	Wednesday Sept. 23	Bilingualism and cognition	1. CB: Chapter 7: "Bilingualism and cognition", p.138-162.

		Hand in reaction Paper 2	2. Barac, R., Bialystok, E., Castro, D. & Sanchez, M. (2014). The cognitive development of Young dual language learners: a critical review, p.699-714.
5	Wednesday Sept. 30	Bilingualism, society and identity	1. CB: Chapter 18: "Bilingualism and bilingual education: ideology, identity and empowerment", p.390-409. 2. Gutiérrez-Rivas, C. (2006). Perfil sociolingüístico de un bilingüe: actitudes, uso y patrones lingüísticos, p.26-40.
6	Wednesday Oct. 7	Bilingualism and SLI Hand in reaction Paper 3	1. Letts, C. (2013). What are the building blocks for language acquisition? Assessment for language impairment in the bilingual context. P.36-56. 2. Bedore et al. (2010). Language sample measures and language ability in Spanish-English bilingual kindergarteners, p.498-510.
7	Wednesday Oct. 14	Bilingual Language Education: TAKE-HOME EXAM (for Sunday October 18th)	1.CB: Chapter 10: "Types of bilingual education", p.207-220. 2.CB: Chapter 12: "The effectiveness of Bilingual Education", p.254-271 ONLY .
8	Wednesday Oct. 21	Cognitive theories and the curriculum Hand in reaction Paper 4	1. CB: Chapter 8: "Cognitive theories of bilingualism and the curriculum", p.164-180. 2. García et al. (2011). The translanguaging of Latino Kindergarteners. P. 33-55.
9	Wednesday Oct. 28	Biliteracy in the curriculum (I)	1. CB: Chapter 14: "Literacy, Biliteracy and multiliteracies for bilinguals", p.312-335.

			2. Beeman, K. & Urow, C. (2013). “Students: a multilingual perspective”, p.23-35.
10	Wednesday Nov. 4	Biliteracy in the curriculum (II) Hand in reaction Paper 5	1. Beeman, K. & Urow, C. (2013). “Planning the strategic use of the two languages”, p.48-62. 2. Beeman, K. & Urow, C. (2013). “The bridge: strengthening connections between languages”, p.133-149.
11	Wednesday Nov. 11	Bilingual standards in NJ: WIDA (I) In class (WIDA_2014EELD) Hand in lesson plan 1	1. (2013). WIDA: A theoretical framework for Early English Language Development (E-ELD) Standards for Dual Language Learners (1-33).
12	Wednesday Nov. 18	Bilingual standards in NJ: WIDA (II) (WIDA_2013_SLD_ENGLISH+S LA english) Spanish for Language arts. TAKE-HOME EXAM (for Sunday November 22nd)	1. (2013). WIDA: The Spanish Language Development Standards Kinder-12, p.1-126.
13	Wednesday Dec. 2	Effective practices Hand in Lesson plan 2	1. CB: Chapter 13: “Effective schools and classrooms for bilingual students”, p.283-309. 2. CB: Chapter 17: “Bilingualism and bilingual education as a problem, right and resource”, p.375-388.
14	Wednesday Dec. 9	ORAL PRESENTATIONS: My lesson plan	

COMPLETE CITATIONS OF ALL READING MATERIALS:

- Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism* (5th ed.). Buffalo, NY: Multilingual Matters.
- Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. *Early Childhood Research Quarterly*, 29(4), 699–714.
- Bedore, L. M., Peña, E. D., Gillam, R. B., & Ho, T.-H. (2010). Language sample measures and language ability in Spanish-English bilingual kindergarteners. *Journal of Communication Disorders*, 43(6), 498–510.
- Beeman, K., & Urow, C. (2012). *Teaching for Biliteracy: Strengthening Bridges Between Languages*. United States: Caslon Publishing.
- Garcia, O., Makar, C., Starcevic, M., & Terry, A. (2011). The translanguaging of Latino Kindergrateners. In K. Potowski & J. Rothman (Eds.), *Bilingual youth: Spanish in English-speaking societies* (pp. 33–55). Philadelphia: John Benjamins Publishing Co.
- Genesee, F., & Nicoladis, E. (2008). Bilingual First Language Acquisition. In E. Hoff, *Language development* (4th ed., pp. 324–342). United States: Wadsworth/Cengage Learning.
- Gutiérrez-Rivas, C. (2006). Perfil sociolingüístico de un bilingüe: actitudes, uso y patrones lingüísticos. *LL journal*, 1(1), 26-40.
- Letts, C. (2013). What are the building blocks for language acquisition? Assessment for language impairment in the bilingual context. In V. C. Mueller-Gathercole (Ed.), *Solutions for the assessment of bilinguals* (pp. 36–56). Bristol: Multilingual Matters.
- Paradis, J. (2008). Second Language Acquisition in Childhood. In E. Hoff, *Language development* (4th ed., pp. 387–405). United States: Wadsworth/Cengage Learning