



Study abroad.

SYLLABUS

SUMMER SESSION II

FOSTERING BILITERACY IN ESOL/BILINGUAL CLASSROOMS

Instructor: Sandra Clark

Contact Hours: 40

Language of Instruction: English

MORELIA, MEXICO

Course Description

The development of literacy is arguably the most critically important skill that educational systems provide. It is through literacy that we access heritage, find our employment, and communicate with the world. Bi-literacy development is the development of the written form of two languages simultaneously. As students move between US and Mexico, their literacy development is interrupted and the school systems of both countries are impacted. This course will study that impact through the examination of the elements of biliteracy development. We will look at the students themselves, review program models, and highlight successful strategies for teaching our multi-national, multi-lingual students.

This course is designed to be experiential: you will experience classroom content taught through best practice instructional strategies; you will experience the Mexican school system through excursions and guest speakers as we explore ways in which both Mexico and the US respond to language minority children. You will deepen your understanding of literacy, learning, and language as you reflect on your own biliteracy experience in Morelia. Lastly, you will evaluate and re-evaluate your commitment to promote culturally responsive practices in your future teaching positions.

Course Objectives

- Identify the similarities and differences in reading and writing between first and second language, especially for Spanish-speakers
- Explore the relationship between first and second language literacy and between oral and written language skills
- Examine teaching strategies, materials and assessment tools for literacy development in ESOL and bilingual classrooms
- Investigate ways to incorporate differentiated literacy instruction (appropriate to learners' age and proficiency levels) in lesson planning for all content areas
- Explore approaches for literacy development that bridge experiential and cultural differences, including multicultural literature and family involvement
- Implement language assessment tools to determine levels of language proficiency and track student progress
- Utilize formal testing instruments and alternative assessment strategies for a variety of purposes, such as diagnosing individual student needs, informing instruction, evaluating programs, and providing accountability information

Instructional Methodology

The students will experience a course that 1) models best practices in the instruction of language minority students 2) encourages a thorough reflection of their own experiences in biliteracy development 3) promotes on-going evaluation (or re-evaluation) of the commitment to culturally appropriate practices as a practicing or future teacher. We will form a learning community that utilizes specific protocols designed to promote equitable and respectful treatment of the topic of biliteracy development, as well as our understandings of the US and Mexican educational systems. Guest speakers and excursions to local educational sites will compliment and enhance these objectives.

Method of Evaluation (Grading)

Students will:

- Participate in class readings, discussions and activities
- Comply with due dates for assignments unless other arrangements are made in advance of the due date
- Coursework not turned in on time will be deducted 5% credit for each day

Grading Method: A: 90% - 100%
 B: 80% - 89%
 C: 70% - 79%
 D: 60% - 69% (undergrad)
 Incomplete

Undergraduate Assignments

Assignment	Due Date	Percent of Grade
Analysis of Student Language		30%
Writing Analysis		30%
Participation in Excursions		20%
Class Participation	Daily	20%

Graduate Assignments

Assignment	Due Date	Percent of Grade
Analysis of Student Language		25%
Presentation of your Analysis of Student Language		25%
Writing Analysis		20%
Participation in Excursions		20%
Class Participation	Daily	10%

Course Readings:

Required Text:

Gibbons, Pauline. English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone. Portsmouth, NH: Heinemann (2009)

Research supporting course content include:

Thomas, W.P., & Collier, V.P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, University of California-Santa Cruz.

Collier, V.P., & Thomas, W.P. (2007). Predicting second language academic success in English using the Prism Model. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching, Part 1* (pp. 333-348). New York: Springer.

Dworin, J. (2003). Insights into biliteracy development: Toward a bi directional theory of bilingual pedagogy. *The Journal of Hispanic Higher Education*, 2 171-186.

Himmele, P., Himmele, W. *The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners*. Alexandria, VA. (2009)

Kaufman, Dorothy. *What's Different About Teaching Reading to Students Learning English? Study Guide*. Washington DC. Center for Applied Linguistics & Delta Publishing Company (2007)

Fillmore, L.W. (2000). Loss of family languages: Should educators be concerned? *Theory into Practice*, 39(4).

Gort, M. (2002). *A preliminary model of bilingual writing development for Spanish-dominant and English-dominant students: Portraits from dual-language class-rooms*. Paper presented at the annual meeting of the American Educational Research Association. (ERIC Document Reproduction Service No. ED 475 741).

Halcón, J.J. (2001). Mainstream ideology and literacy instruction for Spanish Speaking Children. In M.L.Reyes and J.J. Halcón (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 65-80). New York: Teachers College Press.

Hernandez, A.C. (2001). The expected and unexpected literacy outcomes of bilingual students. *Bilingual Research Journal*, 25(3), 251-276.

Hornberger, N.H. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. *Language Policy*, 1, 27-51.

Huang, G.G. (1995). Self-reported biliteracy and self-esteem: A study of Mexican American eighth graders. *Applied Psycholinguistics*, 16, 271-291.

Moll, L.C., & Dworin, J. (1996). Biliteracy development in classrooms: social dynamics and cultural possibilities. In D. Hicks (Ed.) *Discourse, learning, and schooling*. (pp. 221-246). New York: Cambridge University Press.

Moll, L.C., Saez, R., & Dworin, J. (2001). Exploring biliteracy: Two student case examples of writing as a social practice. *Elementary School Journal*, 101(4), Retrieved 11/13/03 from EBSCO Host.

Olsen, L. (2000). Learning English and learning America: Immigrants in the center of a storm. *Theory into Practice*, 39(4), 196-202.

Portes, A. & Hao, L. (1998). E pluribus unum: Bilingualism and loss of language in the second generation. *Sociology of Education*, 71, 269-294

Shannon, S. (1995). The hegemony of English: A case study of one bilingual classroom as a site of resistance. *Linguistics and Education: An International Research Journal*, 7(3), 177-202.

Tse, L. (2001). Resisting and reversing language shift: Heritage-language resilience among U.S. native biliterates. *Harvard Educational Review*, 71, 676-702.

Calendar

Class Number	Topic	Methodology	Reading
1	Language/Literacy/Bilingualism/ English Learners	Goldenberg Webinar Bilingualism Word Sort <i>Examine techniques used in today's class. How do they promote equity among learners?</i>	Chapter 1: English Learners, Academic Literacy, and Thinking: Defining the Issues
2	First Language Acquisition Second Language Acquisition	Jigsaw Point/Counter Point <i>Examine techniques used in today's class. How do they promote equity among learners?</i>	Chapter 2: Intellectual Practice at Work: A View from the Classroom
3	First and Second Language Academic Reading	Tea Party <i>Examine techniques used in today's class. How do they promote equity among learners?</i>	Chapter 5: Building Bridges to Text: Supporting Academic Reading
4	First and Second Language Academic Writing	Fill in the Squares <i>Examine techniques used in today's class. How do they promote equity among learners?</i>	Chapter 6: Scaffolding EL Learners to be Successful Writers
5	Excursion: Local School Site		
6	Professional Learning Community/Reflections on Excursion/Examining Student Work	Webinar: Chalktalk Consultancy for Examining Student Work	Chapter 3: Literacy in the Curriculum: Challenges for EL Learners

		<i>Examine techniques used in today's class. How do they promote equity among learners?</i>	
7	The Role of Oral Language in Literacy Development	Taboo <i>Examine techniques used in today's class. How do they promote equity among learners?</i>	Chapter 7: Planning Talk for Learning and Literacy
8	Methodology/Differentiated Instruction	KAU <i>Examine techniques used in today's class. How do they promote equity among learners?</i>	Chapter 4: Engaging with Academic Literacy: Examples of Classroom Activities
9	Assessing Biliteracy: Formative and Summative	Verb Hunts <i>Examine techniques used in today's class. How do they promote equity among learners?</i>	Chapter 8: Planning for High-Challenge, High-Support Classroom: Setting Up EL Learners for Success.
10	Multicultural Literacy and Family Literacy	Think on Your Feet <i>Examine techniques used in today's class. How do they promote equity among learners?</i>	
11	Excursion: Family Literacy Program		
12	Professional Learning Community/Reflections on Excursion Final Exam	<i>Examine techniques used in today's class. How do they promote equity among learners?</i>	