
COURSE REDESIGN: ADDING AN URBAN EDUCATION COMPONENT TO BILINGUAL EDUCATION COURSEWORK

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INTRODUCTORY ESSAY

As the nation's classrooms become more culturally and linguistically diverse, the teaching profession remains predominately White and female (Clardy & Skinner, 2012). Colleges of education everywhere reflect this demographic. This cultural and linguistic divide can be problematic if left unaddressed. As a bilingual education faculty member at Illinois State University (ISU), I find that the majority of teacher candidates with whom I work demonstrate a strong desire to understand culturally and linguistically diverse (CLD) students' needs. My challenge and responsibility are "...to help our students acquire the knowledge, skills, attitudes and dispositions needed to work with a diverse school population" (Melnick & Zeichner, 1998, p. 88).

ISU is the largest teacher preparation school in Illinois Located within a 2.5-hour drive from Chicago, ISU has a Chicago Teacher Pipeline with the goal of preparing teachers for urban and under-resourced schools. To this end, the Pipeline offers many programs, one of which is course redesign. The thrust of this article is the process of course redesign, which is an option given to teacher educators at ISU to enable them to include an urban education emphasis with clinical experiences in under-resourced schools in their classes. The product of this process was a redesigned syllabus that reflects the urban education focus of course redesign.

The process for course redesign began with teacher education faculty from all disciplines coming together for a series of workshops. The goal was to redesign an individual course by revising learning outcomes and aligning them with authentic learning activities and authentic assessments. The course that I redesigned was TCH 319 -- The Study of Bilingual Education, which serves as the foundations class for bilingual education.

TCH 319 is the first in a series of four courses for bilingual education majors. The enrollment is usually 20-25 students, most of whom are teacher candidates in bilingual education but occasionally other education majors enroll to learn about second language acquisition and how to meet the needs of CLD students. TCH 319 directly addresses issues of racial, cultural, economic and linguistic inequity that exist in schools, and challenges students to become advocates for marginalized and disenfranchised students.

The overwhelming majority of the teacher candidates are White females from the suburban areas of Chicago who have a desire to work in schools where CLD students attend, either in urban or suburban communities. Many indicate that they want to work in the city of Chicago yet most of them have never spent time there and are somewhat apprehensive to visit certain neighborhoods. Those who are truly committed to urban education select Chicago for their professional development school (PDS) internship. Many who would like to conduct their internship in Chicago but who are apprehensive about

living there select suburban areas instead for PDS. I believe that the opportunity to spend time in an urban setting early in the education of teacher candidates can help to allay their fears prior to choosing a site for their PDS internship.

After a series of workshops, the group of faculty members traveled to Chicago where they stayed for a week in a Latin American community on the near south side. There, faculty collaborated with educators, members of community organizations and parents on issues of importance such as school-community-university partnerships in three Chicago neighborhoods serving CLD student populations. As a result of this collaboration, time spent in schools, and workshops, I redesigned my class by adding opportunities for students to act as participant observers in urban schools. I also added literature that is specific to urban education and bilingual education in urban settings. Finally, I added service-learning opportunities for students to impact schools in urban communities by using their bilingual (English/Spanish) language abilities and pedagogical strategies to assist teachers. Because teachers did not respond with needs for my students to address through service-learning, I ultimately changed the service-learning project to a school-community assignment. The goal is to give students an opportunity to learn more about the schools and community organizations in a given urban school district. The participant observations are a part of this activity, so the students still perform services for teachers in their classrooms. The difference is that they do so as a part of a day of observations as needs arise instead of a pre-planned service-learning project.

Through participant observations, students witness both additive and subtractive bilingual education program models in urban settings. Additive models, such as dual language and developmental bilingual education, use students' first language as an asset and the foundation on which to build as students acquire English and achieve academically in both languages (Soltero, 2004; Genese, 1999). The goals of these models are to produce students who are fully bilingual/ biliterate and academically successful with bicultural (and in the case of dual language programs, multicultural) competencies.

Researchers have found that additive models provide young children with learning environments that promote the development of linguistic and cognitive skills (Schwartz, Mor-Sommerfeld & Leikin, 2010; Cummins, 2000). Baker (2011) refers to additive bilingual education as "strong" because it offers linguistic development in two languages and leads to balanced bilingualism.

Several studies have found that balanced bilinguals tend to have a better understanding of language structure and are more cognitively flexible than their monolingual peers (Schwartz, Mor-Sommerfeld & Leikin, 2010; Diaz-Rico, 2012). Stocco, Yamasaki, Natalenko and Prat (2012) suggest that bilingual children have earlier and more improved executive function than their monolingual peers and that the decline of executive function in older bilingual adults is delayed by their bilingualism. Leikin (2012) studied the effect of bilingualism on creativity among bilingual and monolingual Kindergarten students and found that bilingual children tend to be more creative than monolingual students in mathematical and non-mathematical problem solving.

Additive bilingual education not only leads to balanced bilingualism, but these models also lead to cultural competency (Soltero, 2004). Cummins et al. (2005) contend that students engage best when educators affirm their culture. In schools that offer additive bilingual education, the two languages have equal status, and respect for each language is apparent (Soltero, 2004).

By contrast, subtractive bilingual education emphasizes the teaching of English to transition English learners (ELs) into general education classes. Because of this, Baker (2001) views these programs as "weak" and Brisk (2006) refers to them as compensatory. In subtractive bilingual programs, educators often view ELs from a deficit perspective, and they tend to form low expectations for them (Soltero, 2004). ELs in these programs begin with instruction in their first language and gradually learn English.

They do not develop their first language, which eventually phases out as the students enter monolingual, English speaking classrooms.

According to Cummins (2008), there are two types of language proficiencies – one that refers to basic interpersonal communicative skills (BICS), or social language. The other refers to cognitive academic language proficiency (CALP), or academic language. Cummins suggests that it takes from two to four years to develop BICS and five to seven years to develop CALP. Subtractive programs usually do not exceed three to four years, so students in these programs may transition to the general education classroom long before they are proficient in academic English. Despite what Cummins (2008) reports about the length of time it takes to develop academic English, subtractive bilingual education models outnumber additive ones.

According to Delpit (2006), English is the language of power in the United States. It is the language in which Americans transact most business and, as such, all students should learn English to be able to function in U.S. society. Where subtractive bilingual education is in place, ELs learn English at the expense of their heritage languages, which subtractive programs fail to develop. The message that subtractive bilingual education programs convey to ELs is that English is important and their heritage languages are not. I contend that when there is a disparity in the perceived power of one language over the other and when educators view students' heritage languages as deficits, language minority students suffer in terms of their self-esteem and identity development.

I select schools that embrace an additive bilingual education philosophy as well as ones that offer subtractive bilingual education for participant observations (sometimes these models exist in the same school setting). The purpose of having participant observations in both additive and subtractive models of bilingual education is to give my students a firsthand view of pedagogy in both settings. Because additive programs nurture ELs' first and second languages, I prefer additive models over subtractive ones, but the latter outnumber the former, which makes it challenging to locate a sufficient number of classrooms where additive bilingual education is in place.

Also, as part of the course redesign process, I added literature that is specific to urban settings. The readings help students form a knowledge base around issues of equity that affect CLD students, of which English learners (ELs) are a subset and other students in urban and under-resourced schools. *Of Borders and Dreams: A Mexican American Experience of Urban Education* is a case study of a Mexican-American family that immigrated to Chicago's Pilsen neighborhood. It chronicles the life and education of a young boy who goes from a private school background to public schools and shows how both systems failed him. This book enabled students to see what one family experienced in their acculturation process. *Bilingual Education: From Compensatory to Quality Schooling* gets beyond the labeling that sometimes places limits on the education of CLD students. It offers realistic solutions for educating ELs in under-resourced schools.

The school-community assignment provides students an opportunity to learn about schools and community organizations in a given urban community and enables them to explore issues, needs, challenges and successes of schools and community organizations serving CLD students and their families. In addition to participant observations, urban education literature and the school-community assignment, other ways in which TCH 319 has been re-designed include the following:

- (1) developing a transformational goal and learning outcomes to support the goal;
- (2) including a graphic representation of the transformational goal and learning outcomes in the syllabus;
- (3) addressing a letter to students and making it a part of the syllabus to motivate and excite students and let them know how I view my role;error

- (4) aligning the goal, outcomes, learning activities, and assessments;
- (5) providing a regular plan for data collection;
- (6) carefully developing the curriculum by selecting authentic learning activities such as participant observations in urban schools.

Additional learning activities such as reflective journals challenge my students to think critically about the issues and consider ways in which they will incorporate what they learn in their future careers and their advocacy for ELs. Another learning activity is a debate, which simulates stakeholders at a school district meeting discussing the possibility of eliminating bilingual education in the school district (Kerper-Mora, 2014). Students conduct research and present arguments to defend their positions.

My students' favorite learning activity is composing dual language identity texts (Cummins et al., 2005), which is an exercise that enables students to express some aspect of their culture or daily lives in two languages through their preferred means of expression. Through singing, dancing, playing an instrument, making a poster, presenting a Power Point presentation, writing a poem, composing a storybook, etc., a typical assignment for identity texts is to have students present how their families immigrated to the United States. The purpose is to use a theme to which ELs can relate. Being from the dominant culture, the teacher candidates usually have to research how their families came to the U.S. This activity enables them to produce artifacts that they can use to share their cultural origins with their future students. It also enables teachers to view their students' cultures on a micro, rather than macro, level in an effort to get to know the students as individuals. This type of an activity adds to the cultural competence of all involved because it delves beneath the surface and enables us to move beyond stereotypes.

In developing the curriculum, I also plan pedagogy based on what I observe teachers doing in additive bilingual classrooms. For instance, I model strategies that teachers use with ELs such as working cooperatively and using differentiated instruction in the teaching of TCH 319. There are activities that students work on cooperatively such as the debate and a research project (which has always been an assignment in the class). I also use differentiated instruction as I see it modeled in additive bilingual classrooms. Since there is a mix of bilingual education teacher candidates and teacher candidates with other majors who are not themselves bilingual, I model differentiated instruction to connect with the skill sets of these students and give them a concrete model of how to plan lessons for students at different levels of language proficiency and academic ability.

In TCH 319, I also teach students cognitive strategies, such as resourcing, grouping, elaboration, summarizing, deduction and induction, imagery, auditory representation, and making inferences in addition to metacognitive strategies such as planning, organizing, monitoring, evaluating and reflecting to use as "keys" to unlock or access knowledge across content areas. I model this in my classes, and students use these strategies as a part of the learning process. Also in this class, teacher educators learn to use culturally responsive teaching strategies, which they observe in the public schools and demonstrate in simulations that we have in our class.

Another element that I added to my course was authentic assessment. For example, when TCH 319 students interpret for teachers during parent conferences, authentic assessment in the form of self-assessment could inform an activity such as this and give students an opportunity to reflect on their performance. The assessments are authentic in nature in the same manner that successful assessments for ELs are. I have added rubrics for assessment and replaced assessments that did not properly align with the goal and outcomes of the class.

I believe that through the process of course re-design, I have developed my skills as an instructor by paying closer attention to the alignment of the goal, learning outcomes, learning activities and the

assessments. I have also worked harder to make the assignments and assessments more authentic in nature.

Going into the schools in Chicago enabled my class to see excellent additive bilingual education models. However, at the same time it made me realize that we still have a great deal of work to do to prepare all teachers to teach CLD students successfully.

For the teacher candidates in TCH 319, the anticipated impact of the course redesign work will manifest in the skills, knowledge and dispositions that they develop as a result of the content and on-site experience of performing authentic learning activities in schools in an urban community.

Through course literature, my students learn about the marginalization and disenfranchisement of CLD students. They are also made aware that racism, which is present in society as a whole, is also present in society's institutions. The school is no exception. Through experiences in urban schools and rich, authentic learning activities teacher candidates acquire the tools to empower, engage and affirm the cultures of CLD students.

As colleges of education produce more teachers who are not cultural or linguistic minorities, schools are receiving more of these students, especially in urban areas. I feel that it is my job as a teacher educator not only to make teacher candidates aware of the inequities that exist but also to teach them ways to empower CLD students. I also want to instill the importance of having high standards for all students. Labeling some students as "at-risk" and viewing them from a deficit standpoint can lead to teaching less rather than more (Delpit, 2006). With a firm understanding of these things, which I believe my re-designed course fosters, teacher candidates will be better able to critique the system of inequity, advocate for CLD students, affirm their identities and help them achieve academically.

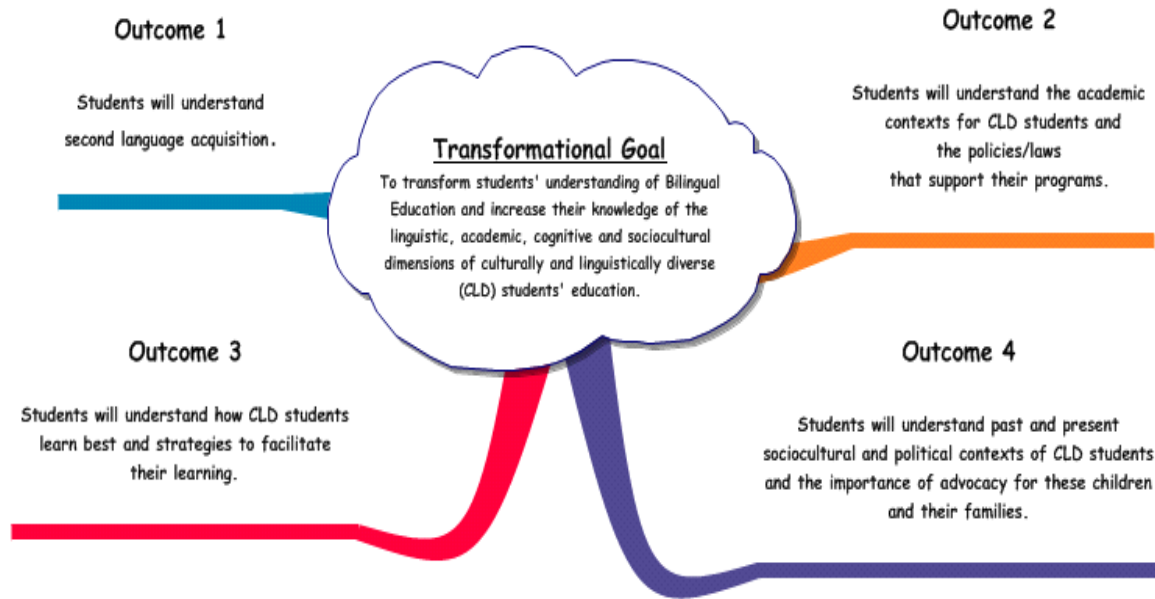
SYLLABUS

THE STUDY OF BILINGUAL EDUCATION

Course Number:	Professor:
Section:	Office:
Credit Hours:	Phone:
Class Time:	Email:
Class Location:	Office Hours:

Dear Future and Current Bilingual Educators,

Welcome to The Study of Bilingual Education. The purpose of this course is to give you an introduction to Bilingual Education and to provide you with a foundation in the education of culturally and linguistically diverse (CLD) students. Based on Thomas and Collier's Prism Model (1997), the transformational goal and learning outcomes of this course are presented in the following diagram:



I am excited to teach this course and I am thrilled that you have elected to take it. As we begin our journey together, I look forward to facilitating and learning with you and from you as we explore, investigate, experience and create through authentic and meaningful learning experiences on campus and in the community.

*The relevant course information and the schedule are presented in the pages that follow. Prepare yourselves for what I hope will be a transformational experience as we begin *The Study of Bilingual Education*.*

Respectfully,

(Professor's Name)

Thomas, W.P., & Collier, V. (1997). *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for Bilingual Education.

COURSE DESCRIPTION

This course will provide students with a foundation in the history, policies, theory, research, and practice of bilingual/bicultural education.

Students will demonstrate an understanding of the:

1. Historical roots of policies and programs for educating English Language Learners Outcomes 2, 4
2. Federal and state policies governing bilingual education Outcome 2
3. Philosophies and theories of bilingual education Outcomes 1, 3
4. Major historical movements that have affected current research and implementation of programs for English Language Learners **Outcome 4**
5. Structure and variety of models of bilingual education programs in the United States Outcomes 1, 2, 3, 4
6. Role of the teacher as a political actor Outcome 4

COURSE FORMAT

The course is designed to be highly interactive; therefore, participation is not only expected, but it is also required. Assignments and activities are intended to help students develop a comprehensive knowledge base of bilingual education and its issues, and encourage the development of skills in:

- critical thinking
- reflection
- cooperative learning

ACTIVITIES/ASSIGNMENTS

- Class Participation
- Reflective Journals
- Midterm
- Debate
- School-Community Assignment
- Literature Circles
- Identity Text
- Philosophy of Bilingual Education
- Research Paper

CLASS PARTICIPATION

Students are expected to participate actively in this course by contributing to class discussions with ideas gathered from assigned or related readings and, whenever possible, with ideas from previous or current professional practice. In each session, students will work in groups to discuss the readings and complete learning activities that will enable them to apply the concepts that they learn. The students will alternate roles such as "Discussion Director," "Recorder," "Time Manager," and "Reporter." (Placing students in groups and asking them to discuss and report on the readings and collaborate on learning activities ensures 100% participation.) Up to five points per session are given for 13 class sessions. This excludes the midterm, trip and Thanksgiving break. See Appendix I, "Class Participation Checklist."

REFLECTIVE JOURNALS

Reflection is essential in education because it enables teachers to monitor, evaluate, and revise their practices. As current and future teachers, you are encouraged to reflect on the academic literature presented in this class as it introduces or reinforces different concepts and ideas that help you form opinions and a knowledge base for bilingual education. Keeping a reflective journal enables you to think about the issues presented in the literature, develop reflective and critical thinking skills, and prepare for class discussions. A reflective journal is not a summary of what you read, so do not provide one. In reflecting, you may:

- discuss what you think
- reflect upon your feelings in response to what you read
- relate what you read to previous experience
- discuss ideas you would like to explore in the future as a result of having read the chapter, article or book
- account for learning new ideas you had not considered before
- provide conclusions you thought of in response to the reading

In preparing to compose a reflective journal, you may ask yourself the following questions:

- What ideas from the reading caught my attention?
- What ideas from the reading were new to me?
- What is my personal response to the reading? What is the basis for such a response?
- What conclusions can I derive from the reading material?
- How can I implement the ideas contained in the text in my professional life?

Note: The above are suggestions to help you think critically about your journal entries. You do not have to address each one. They are meant to help you go beyond summarizing.

Reflective journals should be one to three pages in length (one page per reading) unless otherwise specified by the professor. The professor will be looking for your understanding of the content, growth, authenticity/openness and implications for the classroom (Professor may use a rubric with these categories with a 5-point scale for each).

MIDTERM EXAMINATION

Students will complete an in-class exam to demonstrate their mastery of the content covered up to mid-semester.

DEBATE

Students will be assigned to work in groups of three to four people to prepare for a debate/school board meeting in the fictitious town of Saucedo, Illinois where the school board is considering the implementation of a Structured English Immersion Program similar to what began in California following the passing of Proposition 227. The meeting has been scheduled for the school board to present a proposal for the elimination of bilingual education that a group of concerned citizens submitted. Each group assumes the role of a school stakeholder to develop an argument to support their position regarding the proposal and to rebut opposing positions. See Appendix III, "Debate" for more detailed information.

This assignment is based on the work of Jill Kerpa Mora in the website: A Road Map to the Bilingual Education Controversy <http://www.moramodules.com/Prop227/BERoadmap.htm>

SCHOOL COMMUNITY ASSIGNMENT

Students will select a school and/or community organization that offers programs to culturally and linguistically diverse (CLD) students and/or their families. The purpose of this assignment is to give students an opportunity to explore issues, needs, challenges and successes of schools and community organizations serving these student populations. Students will write an essay that contains all of the required information in the guidelines and a reflection on the experience.

Two options for the completion of this assignment are: (1) School Observation/ Investigation or (2) Exploration of a Community Organization.

See Appendix III, "School-Community Assignment" for guidelines.

LITERATURE CIRCLES

Students will form groups for literature circles. In these groups, each member will take on a role and perform a required task to participate in the discussion of *Of Borders and Dreams: A Mexican-American Experience of Urban Education* by Chris Carger (may be substituted for a different book). Each student who fulfills the role will earn 15 points.

DESCRIPTIONS OF ROLES

DISCUSSION DIRECTOR:

This person leads the discussion and prepares in advance a list of questions for the group to discuss.

SUMMARIZER:

This person provides a summary of the reading by describing the main events/ideas.

ILLUSTRATOR:

This person's job is to draw (sketch, paint, etc.) artwork depicting various scenes from the book. The drawing can be in the form of a comic strip, cartoon design, diagram, story map, storyboard, etc.

LITERARY LUMINARY:

This person's job is to find interesting, funny and/or important passages in the book to read aloud (anyone in the group may read the passages aloud).

IDENTITY TEXT

Explained in the article entitled, "Affirming Identity in Multilingual Classrooms" by Jim Cummins, identity texts reveal information about a person's cultural identity. You are to develop an identity text in your chosen artistic format (storybook, Power Point presentation, song, rap, video, poem, skit, etc.) that depicts how your family came to the United States (or city or state in the U.S.). If you do not have this information, you may create a text that demonstrates some aspect of your identity or cultural traditions --possible 10 points for the "story" and possible 10 points for the artistic rendering of it. Please do not focus on the points because the nature of this assignment guarantees everyone full points. The purpose is to give you an opportunity to express your identity in a non-threatening way. Many teacher candidates choose to share their identity texts in their classrooms during their clinical work and when they become teachers, so a well-developed identity text can serve as a model for your future or current students.

PHILOSOPHY OF BILINGUAL EDUCATION

Given what you learn about bilingual education in this class, other classes, and through your experiences with CLD students, I'd like you to begin to form a philosophy statement for bilingual education. See Appendix IV, "Philosophy of Bilingual Education" for instructions and rubric.

RESEARCH PAPER

One of the most integral parts of successful teaching is collaboration. Just as it is important to teach students to work cooperatively, it is also important for teachers to learn the same set of skills. Working with one or two other members of the class, you are to conduct a research project and write a related paper. The paper should integrate theoretical perspectives and implications for practice in educating English language learners. You are to identify another student (or students) in the class to work with and submit your topic to the professor by week five of the class.

SUGGESTED TOPICS:

- Implications of "No Child Left Behind" "NCLB" on Bilingual Education
- Cultural and Linguistic Diversity in the Classroom
- History and Politics of Bilingual Education and the English Only Movement – Pros and Cons
- Effects of Assimilation on Immigrant Children
- The Law and the Courts in Language Minority Cases
- Conflicts Between Research and Illinois Law Regarding English Language Learners
- History of Bilingual Education in Other Countries Around the World
- Survey of Mainstream Teacher Attitudes Regarding Bilingual Education

Or you may choose your own topic. See Appendix V, "Research Paper" for instructions and grading.

EVALUATION AND GRADING SCALE

Activities/ Assignments	Total Possible Points = 550
Class Participation	65
Reflective Journals	140*
Midterm	100
Debate	30
School/Community Assignment	30
Literature Circles	15
Identity Text	20
Philosophy of Bilingual Education	50
Research Paper	100

- If all journals are submitted, a student may earn up to 160 points for journals. The 20 additional points will count for extra credit.

Grading Scale	Points
A	495-550
B	440-494
C	385-439
D	330-384
F	0 – 329

All assignments must be completed to successfully pass this course.

REQUIRED BOOKS

- Brisk, M. E. (2006). *Bilingual education: From compensatory to quality schooling*. Mahwah, New Jersey: Erlbaum Associates, Inc.
- Carger, C.L. (1996). *Of borders and dreams: A Mexican-American experience of urban education*. New York: Teachers College Press.
- Diaz-Rico, L.T. (2012). *A course for teaching English Learners*. Boston: Pearson. (Selected chapters can be available through course reserves.)
- Garcia, E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York: Teacher's College Press. (Selected chapters can be available through course reserves.)

SEMINAL LITERATURE IN BILINGUAL EDUCATION

The following articles can be made available through course reserves:

- Arce, J. (1998, Winter). Cultural hegemony: The politics of bilingual education. *Multicultural Education*, 6(2), 10-16.
- Collier, V. (1995). Acquiring a second language for school. Washington, D.C.: National Clearinghouse for Bilingual Education, 1(4).
- Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction. In Street, B. & Hornberger, N. H. (Eds.). *Encyclopedia of Language and Education, 2nd Edition, Volume 2: Literacy*. (pp. 71-83). New York: Springer Science + Business Media LLC.
- Cummins, J., et al. (2005). Affirming identity in multilingual classrooms. *Educational Leadership*, 63(1), 38-43. (available at http://www.ascd.org/authors/ed_lead/el200509_cummins.html).
- Wong Fillmore, L. (2000). Loss of family languages: Should educators be concerned? *Theory into Practice*, 34(4), 203-210.
- Zimmerman, L.W. (Winter, 2000). Bilingual education as a manifestation of an ethic of caring. *Educational Horizons*, 78(2), 72-76.

REQUIRED DOCUMENT

For Illinois: Illinois Administrative Code – Subtitle A – Subchapter F – Illinois State Board of Education, available at: <http://www.isbe.net/rules/archive/pdfs/228ark.pdf>

WEBSITES

- A Road Map to the Bilingual Education Controversy
<http://www.moramodules.com/Prop227/BERoadmap.htm>
 Pro English
<http://www.proenglish.org/index.php>

COURSE CALENDAR

Week #	Date	Foci and Preparation	What is Due
1		Introduction to Course <ul style="list-style-type: none"> • Defining Bilingual Education • Debunking Myths about Bilingual Education 	
2		Focus: Educating CLD Students Preparation: <ul style="list-style-type: none"> • Wong Fillmore Article: "Loss of Family Languages: Should Educators be Concerned?" • Zimmerman Article: "Bilingual Education as a Manifestation of an Ethic of Caring" • Brisk, Chapter 1: "Pursuing Successful Schooling" 	Reflective Journal
3		Focus: Educating CLD Students Theoretical Frameworks in Bilingual Education Preparation: <ul style="list-style-type: none"> • Diaz-Rico: Chapter 1: "Language Structure and Use" • Diaz-Rico: Chapter 2: "First and Second- Language Development and Their Relationship to Academic Achievement" • Cummins: "BICS and CALP: Empirical and Theoretical Status of the Distinction" • Collier: "Acquiring a Second Language for School" 	Reflective Journal
4		Focus: Educating CLD Students Program Models; History of Policy Issues Concerning Bilingual/Bicultural Education Preparation: <ul style="list-style-type: none"> • Diaz-Rico: Chapter 4: "Programs for English Learners" • García, Chapter 4: "Bilinguals in the United States Speak More than a Foreign Language" 	Reflective Journal
5		Focus: Educating CLD Students History of Policy Issues Concerning Bilingual/Bicultural Education; Policy Debate Preparation: <ul style="list-style-type: none"> • Brisk, Chapter 2: "Bilingual Education Debate," pps. 48-55. • García, Chapter 5: "The Policy Debate and Related Policies Regarding U.S. Bilinguals" • Arce: "Cultural Hegemony: The Politics of Bilingual Education" Students will work in groups to prepare for next week's debate.	Reflective Journal Research Topics

Week#	Date	Foci and Preparation	What is Due
6		<p>Focus: Debate</p> <p>Preparation:</p> <ul style="list-style-type: none"> Complete all readings assigned to date. <p>Debate will be held today. Prepare for the debate by reviewing the following websites:</p> <ol style="list-style-type: none"> A Road Map to the Bilingual Education Controversy http://www.moramodules.com/Prop227/BERoadmap.htm Pro English http://www.proenglish.org/issues/education/beindex.html All articles and chapters read to date in this class. Other articles and sources of information as necessary. 	Debate arguments will be presented orally
7		<p>Foci:</p> <ul style="list-style-type: none"> Midterm Review Collaboration on research paper <p>Preparation:</p> <ul style="list-style-type: none"> Complete all readings assigned to date. Bring ideas/information for research paper planning 	
8		Midterm Exam	
9		<p>Focus: Educating CLD Students</p> <p>Schooling; Contextual and Individual Factors</p> <ul style="list-style-type: none"> Brisk, Chapter 3: "Contextual and Individual Factors: Support and Challenges" Brisk, Chapter 4: "Creating a Good School" 	Reflective Journal
10		<p>Focus: Educating CLD Students</p> <p>Curricula; Instruction</p> <p>Preparation:</p> <ul style="list-style-type: none"> Brisk, Chapter 5: "Creating Quality Curricula" Brisk, Chapter 6: Instruction <p>Literature Circles will be formed and planning for role activities will be done.</p>	Reflective Journal
11		<p>Foci:</p> <ul style="list-style-type: none"> Educating CLD Students -An Immigrant Experience in U.S. Schools Identity <p>Preparation:</p> <ul style="list-style-type: none"> Carger: <i>Of Borders and Dreams: A Mexican-American Story of Urban Education</i> <p>We will have a conversation with author Chris Carger in today's class.</p>	<p>Reflective Journal</p> <p>Literature Circle Activity</p>

12		Trip – Students will visit schools and community organizations in an urban area where they may obtain information to complete their school-community assignment.	
13		<p>Focus: Identity</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Cummins, et al: "Affirming Identity in Multilingual Classrooms" <p>Prepare an identity text on "How My Family Came to the United States." Students will be asked to present their identity texts to the class.</p> <p>Prepare a cultural dish to share with the class.</p>	<p>Reflective Journal</p> <p>Identity Text</p> <p>Cultural Cuisine</p>
14		Thanksgiving Break	
15		<p>Focus: Educating CLD Students</p> <p>Bilingual Teacher as a Political Actor; Reflection/ Exploration of Thoughts on Bilingual/Bicultural Education</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Brisk, Chapter 7: "Beyond the Debate" • García, Chapter 8: "Final Thoughts Regarding Theory, Practice, and Policy Relevant to U.S. Bilingual Students" 	<p>Philosophy of Bilingual Education</p> <p>and School-Community Assignment</p>
16		<ul style="list-style-type: none"> • Research Presentations 	<p>Research Paper/ Presentation</p>

This is the approved syllabus for the course. Modifications have been made by the professor to suit the needs of students.

APPENDIX II

DEBATE

(Adapted from the work of Jill Kerper Mora, Ed.D.)
<http://www.moramodules.com/Prop227/BERoadmap.htm>

SECTION I – INTRODUCTION

Students will be assigned to work in groups of three to four people to prepare for a debate/school board meeting in the fictitious town of Saucedo, Illinois. The school board is considering the implementation of a Structured English Immersion Program similar to what began in California following the passing of Proposition 227. A meeting has been scheduled for the school board to present a proposal for the elimination of bilingual education that a group of concerned citizens submitted (see Section III for the proposal). Each group assumes the role of a school stakeholder and completes following tasks:

- Members of the school board are responsible for:
 - Researching the policies and impact of Proposition 227.
 - Reviewing and refining the proposal for the elimination of bilingual education and the implementation of a Structured English Immersion Program.
 - Preparing information regarding possible implementation issues to present at the school board meeting.
 - Summarizing all arguments and offering concluding thoughts.
 - Making a decision regarding the proposed plan to eliminate bilingual education in the Saucedo School District based on arguments presented and their own research.
- School administrators are responsible for:
 - Researching the policies and impact of Proposition 227.
 - Determining the educational needs of the community in terms of staffing, resource allocation, professional development and program evaluation.
 - Generating a list of concerns regarding the implementation of Structured English Immersion in terms of the impact on language minority students in the Saucedo School District.
 - Preparing a presentation for the school board to petition for resources and administrative support needed to implement the proposed program and to meet the accountability demands.
 - Considering action plans to implement the proposed program structure.
 - Preparing a presentation for the upcoming school board meeting that indicates their position based on their research and experience.
- Bilingual and ESL teachers for grades K-12 opposed to the elimination of bilingual education are responsible for:
 - Determining the impact of eliminating bilingual education on programs for ELLs, the students, and you as professional educators.
 - Preparing a list of concerns to present to the school board regarding student achievement and development of English language proficiency in a system with limited support for ELLs.
 - Presenting relevant research to support your position.

- Outlining your professional needs regarding curriculum development, resources, and administrative support to facilitate the new program structure.
- Advocating for the needs and rights of ELLs indicating actions you propose in response to the new program.
- Preparing a presentation for the upcoming school board meeting to defend your position.
- Presenting a rebuttal based on the opposing group's presentation.
- General education teachers for grades K-12 in support of the elimination of bilingual education are responsible for:
 - Determining the impact of eliminating bilingual education on programs for ELLs, the students, and you as a professional educator.
 - Preparing a list of reasons why you support the elimination of bilingual education and the implementation of a Structured English Immersion Program to present to the school board.
 - Presenting relevant research to support your position.
 - Outlining your professional needs regarding professional development, resources, materials, and administrative support to facilitate the new program structure.
 - Preparing a presentation to defend your position for the upcoming school board meeting.
 - Presenting a rebuttal based on the opposing group's presentation.
- Parents and community members opposed to the elimination of bilingual education are responsible for:
 - Researching the impact of Proposition 227.
 - Preparing a list of concerns regarding the elimination of bilingual education and the implementation of a Structured English Immersion Program.
 - Determining and articulating their children's legal rights to receive a quality education that supports their language development and academic achievement.
 - Preparing arguments to support the group's position.
 - Preparing a presentation for the upcoming school board meeting to defend the group's position.
 - Presenting a rebuttal based on the opposing group's presentation.
- Parents and community members in support of the elimination of bilingual education are responsible for:
 - Researching the impact of Proposition 227.
 - Preparing a list of reasons to support the elimination of bilingual education and the implementation of a Structured English Immersion Program.
 - Preparing arguments to support the group's position.
 - Preparing a presentation for the upcoming school board meeting to defend the group's position.
 - Presenting a rebuttal based on the opposing group's presentation.

SECTION II - THE CONTEXT

Saucedo is a community of 55,000 inhabitants located in central Illinois. The community has a majority Mexican-American population, approximately 45%. Asian families, mostly Japanese and Hindu, make up another 10%. In addition, there are sizeable African American and White communities, 25% and 20%, respectively. The community has a growing service and technology-based economy, but the primary industry is agriculture. The school district has five elementary schools, two middle schools and a high

school. The proposed plan to eliminate bilingual education and to implement a Structured English Immersion Program only affects the elementary schools.

SECTION III PROPOSAL FOR THE ELIMINATION OF BILINGUAL EDUCATION IN THE SAUCEDO SCHOOL DISTRICT

We, the concerned citizens of the Saucedo Community, submit this proposal to the Saucedo School District for its consideration on a very important issue: Bilingual Education. We present the current programs that are in place and the proposed programs that we seek to replace them with below:

CURRENT ELEMENTARY SCHOOL PROGRAMS:

Washington School	Adams School	Jefferson School	Madison School	Monroe School
1 developmental bilingual classroom per grade level, grades 1-5 for English/Spanish bilinguals	2 developmental bilingual classrooms per grade level, grades 1-5 for English/Spanish bilinguals	1 dual language program (Japanese/English) for the entire school, grades 1 – 5	1 transitional bilingual program for grades 1-3 for English/Spanish bilinguals	A general education program for the entire school for grades 1-5.
A general education program for the rest of the school	A general education program for the rest of the school	10 teachers -- 5 bilingual (Japanese/English), 5 monolingual (English) who team teach	A general education program for the rest of the school	
5 bilingual teachers	10 bilingual teachers		3 bilingual teachers	15 monolingual teachers
15 monolingual teachers	10 monolingual teachers		10 monolingual teachers	
2 ESL teachers for pull-out instruction for students from non Spanish speaking backgrounds.	1 ESL teacher for pull-out instruction for students from non Spanish speaking backgrounds.		2 ESL teachers for pull-out instruction for students from non Spanish speaking backgrounds.	3 ESL teachers for pull-out instruction for all ELLs

PROPOSED ELEMENTARY SCHOOL PROGRAMS

Washington School	Adams School	Jefferson School	Madison School	Monroe School
A general education program for the entire school for grades 1-5 with Structured English immersion.	A general education program for the entire school for grades 1-5 with Structured English immersion.	A general education program for the entire school for grades 1-5 with Structured English immersion.	A general education program for the entire school for grades 1-5 with Structured English immersion.	A general education program for the entire school for grades 1-5 with Structured English immersion.
1 bilingual teacher to work with all students in the district whose parents sign a waiver for them to receive services from a bilingual teacher.	No bilingual or ESL instruction	No bilingual or ESL instruction	No bilingual or ESL instruction	No bilingual or ESL instruction
No ESL instruction.				

RATIONALE:

This is the United States, and we speak English here. Where in the world can we go where school districts create educational programs to accommodate limited proficient speakers of their language? With so many immigrants coming to this community, our schools have been overburdened with hiring bilingual teachers to work with the children of both documented and undocumented immigrants to this community. This is not fair to the tax-paying, law abiding citizens of Saucedo. Expenditures have been made for hiring additional teachers, some of whom were brought here from other countries. Our school district has also been burdened with purchasing additional books and materials in these students' native languages. The increase in the immigrant population continues to rise each year. If we continue to accommodate them, we will exhaust our budget for people who might not even pay taxes. Our money is going out but nothing is coming in. The language of this country is English and in order for children to grow up and be successful as adults, they need to speak English and it should begin at the elementary school level. California, Arizona and Massachusetts have drastically reduced or eliminated bilingual education, and so must we.

PROPOSED REMEDY

The remedy is set forth in the proposed program listed above. In addition to what appears above, English-speaking teachers at each school will be trained to work with children from non-English speaking backgrounds. One school will have a bilingual teacher to work with English language learners from

across the district whose parents sign a waiver for them to receive bilingual services. The remaining bilingual teachers in this system must adapt to teaching the general education curriculum or they may be summarily dismissed. The proposed program can be done in phases so that educational programming will not be disruptive. The manner in which this occurs can be left to the school board but we insist that the dual language program at Jefferson Elementary be the first to be dismantled. The teaching of Japanese is not listed as a requirement in the state academic standards.

Finally, it is the moral obligation of this community to produce children who are well-educated, articulate and proficient in English, so we must act now by dismantling the current school programming and replacing it with general education programs where all children will receive an equal education in the same language with the same books and teachers. Thank you for your consideration in this matter.

(Errors in grammar and mechanics are intentional as the proposal exemplifies actual proposals of this kind.)

SECTION IV – RESOURCES

For resources for understanding and analyzing the controversy surrounding bilingual education and the legal/ policy issues in implementing Proposition 227, visit:

A Road Map to the Bilingual Education Controversy

<http://www.moramodules.com/Prop227/BERoadmap.htm>

and

Pro English <http://www.proenglish.org/index.php>

Also refer to relevant course readings and other articles that you find on the topic.

(The professor may use a general debate rubric such as the one found at:

<http://course1.winona.edu/shatfield/air/classdebate.pdf>)

Five additional points can be added from collaboration. See collaboration rubric on the following page.

COLLABORATION RUBRIC

Name of Student _____

	Exemplary – 5	Good – 4	Fair – 3	Marginal - 2	Poor -1
Development of Argument/ Presentation	Made a substantial contribution in developing the argument/presentation	Contributed sufficiently in developing the argument/presentation	Contribution in developing the argument/presentation was minimal	Contribution in developing the argument/presentation was inadequate	Did not make contributions in developing the argument/presentation
Fulfillment of Role	Performed with excellence all duties that were assigned. Completed all responsibilities on time	Performed well all duties as assigned. Completed responsibilities on time	Performed nearly all duties as assigned. Completed most responsibilities on time	Performed very few duties as assigned. Completed most responsibilities late	Did not perform duties as assigned. Did not complete any responsibilities/relied on others to do work

Comments:

COLLABORATION RUBRIC

Name of Student _____

	Exemplary – 5	Good – 4	Fair - 3	Marginal - 2	Poor -1
Development of Argument/ Presentation	Made a substantial contribution in developing the argument/presentation	Contributed sufficiently in developing the argument/presentation	Contribution in developing the argument/presentation was minimal	Contribution in developing the argument/presentation was inadequate	Did not make contributions in developing the argument/presentation
Fulfillment of Role	Performed with excellence all duties that were assigned. Completed all responsibilities on time	Performed well all duties as assigned. Completed responsibilities on time	Performed nearly all duties as assigned. Completed most responsibilities on time	Performed very few duties as assigned. Completed most responsibilities late	Did not perform duties as assigned. Did not complete any responsibilities/relied on others to do work

Comments:

APPENDIX III

SCHOOL – COMMUNITY ASSIGNMENT

Students will select a school or community organization that offers programs to English language learners (ELs) and/or their families. The purpose of this assignment is to give students an opportunity to explore issues, needs, challenges and successes of schools and community organizations serving ELs. Students will write an essay that contains all of the required information from the guidelines.

Two options for the completion of this assignment are: (1) School Observation/Investigation or (2) Exploration of a Community Organization. See Guidelines for School Observation/Investigation or Guidelines for Exploration of a Community Organization below.

GUIDELINES FOR SCHOOL OBSERVATION/INVESTIGATION

You are to select a school in which English language learners (ELs) are enrolled to explore the following (much of the information can be found by accessing the school's report card online or your state's board of education. Information can also be obtained from interviews with school administrators, faculty or other stakeholders):

- I. School Demographics:
 - A. By racial, cultural and linguistic backgrounds
 - B. By English Language Learner designation
 - C. Percentage of low income students (or percentage of students receiving free lunch)
- II. Educational Environment. Please provide descriptions of:
 - A. Program options for ELs
 - B. How identification, placement, instruction and assessment for ELs are conducted
 - C. Special programs for all learners
 - D. Resource/support personnel and programs present in the educational setting
 - E. Available technology
 - F. Programs for parents or parental involvement
 - G. University/community partnership or support
- III. School and Community Context
 - A. Description of the School
 1. Mission Statement/Goals
 2. Money spent per student
 3. The number and grade level of classrooms and student count
 4. Student- teacher ratio
 - B. Description of the Community
 1. Size (Urban, Suburban, Rural)
 2. Major Employer(s)
 3. Number and types of schools with bilingual programs
- IV. Instruction (limit this to specific grades that you observe)
 - A. Objectives
 - B. Materials and/or Technology used
 - C. Outline of Activities/Strategies used
 1. Presentation Strategies (Delivery of Content)
 2. Engagement Strategies
 3. Assessment Strategies

- V. School/Community Major Accomplishments and Major Issues
 - A. What do administrators, teachers, staff, parents, students and/or community members cite as major areas of achievement or success?
 - B. What are the major issues and/or challenges that school stakeholders report?
 - C. What mechanisms are in place to address the issues and challenges?
 - D. What mechanisms are in place to celebrate the accomplishments?
- VI. Reflection
 - A. Discuss how you obtained information about the school and community
 - B. Discuss your impressions of the school/community, including any ideas about what is successful or challenging, and possible ways to address the issues. (Refer to your class readings.)
 - C. Discuss how completing the assignment was meaningful to you in terms of your current or future work with ELs and their families.

You are to spend time in the school conducting participant observations in bilingual classrooms.

GUIDELINES FOR EXPLORATION OF A COMMUNITY ORGANIZATION

You are to select a community organization for observation (this can be any social service or educational organization or institution, including museums and libraries) in an area that has a large population of ELs, and do an exploration of the services and activities that the organization provides to the community, particularly the ELs and/or their families. You are to follow the guidelines below:

- VII. Demographics:
 - A. By racial, cultural and linguistic backgrounds
 - B. By English Language Learner designation
 - C. Income
- VIII. Environment. Please provide descriptions of:
 - H. Educational services for ELs
 - I. Services for parents and families
 - J. Resource/support personnel and programs
 - K. Available technology for community use
 - L. School/ university/community partnership or support
- IX. Community Context
 - A. Description of the Organization
 - 1. Mission Statements/Goals
 - 2. Advocacy Goals
 - B. Description of the Community
 - 1. Size (Urban, Suburban, Rural)
 - 2. Major Employer(s)
 - 3. Number and types of schools with bilingual programs or program options for ELs
- X. Instruction (complete this section only if the organization provides instruction to ELs):
 - D. Objectives
 - E. Materials and/or Technology used
 - F. Outline of Activities/Strategies used
 - 4. Presentation Strategies (Delivery of Content)
 - 5. Engagement Strategies
 - 6. Assessment Strategies

XI. School/Community Major Accomplishments and Major Issues

- A. What do staff, parents, students and/or community members cite as major areas of achievement or success?
- B. What are the major issues and/or challenges that community stakeholders report?
- C. What mechanisms are in place to address the issues and challenges?
- D. What mechanisms are in place to celebrate the accomplishments?

XII. Reflection

- A. Discuss how you obtained information about the community organization.
- B. Discuss your impressions of the community, including any ideas about what is successful or challenging, and possible ways to address the issues. (Refer to your class readings.)
- C. Discuss how completing the assignment was meaningful to you in terms of your current or future work with ELs and their families.

You are to spend time conducting participant observations at the community-based organization or the school that it serves.

Guidelines were adapted from the former Instructional Analysis for Inclusion of all Students assignment for student teaching at Illinois State University.

GRADING FOR SCHOOL-COMMUNITY ASSIGNMENT

Sections I – V worth 3 points each. Section VI worth 15 points. Quality will be determined by the following rubric:

RUBRIC FOR SCHOOL/COMMUNITY ASSIGNMENT

Excellent

- Provided all of the requisite information
- Wrote without grammatical or mechanical errors

Good

- Provided some of the requisite information
- Wrote with few grammatical or mechanical errors that did not detract from the meaning

Poor

- Provided little or none of the requisite information
- Wrote with grammatical or mechanical errors that detracted from the meaning

APPENDIX IV

PHILOSOPHY OF BILINGUAL EDUCATION

Given what you learn about bilingual education in this class, other classes, and through your experiences with CLD students, I’d like you to begin to form a philosophy statement for bilingual education. In general, a philosophy statement is personal and reflective and it conveys your own unique perspective on teaching and learning. It is based on your experiences, observations, and ideas that you have formed from current literature on teaching and learning. A good philosophy statement consists of five important components:

1). **Beliefs about learning**

Ask yourself, “How do I believe learning occurs for students who are linguistically diverse?” “In what ways do these students have difficulty or success in learning?” Describe an example of how you have seen learning occur for these students. Discuss literature, interactions, experiences, theorists and/or theories that have informed your beliefs.

2). **Beliefs about teaching**

Ask yourself, “What will be my role in the learning process?” “How will I address the different learning styles, language and skill levels of my students?” “How will I develop relationships with my students?” “How will I motivate, assess, challenge, and support them?” “How will I advocate for them?”

3). **Goals for teaching and learning**

Set goals for your students by describing content knowledge you would like them to know and abilities you would like your students to have when they leave your class. Also, provide justifications for your goals and how you as the teacher can facilitate student accomplishment of goals. Finally, discuss ways in which you can inspire and/ or foster a lifelong love for learning.

4). **Execution of philosophy**

In your classroom, what actions will support your philosophy of teaching and learning? In other words, describe what your teaching will look like, i.e. instructional strategies, ways that you conduct and manage your classes, carry out goals, mentor students, and assess work. Also describe how the physical environment will support teaching and learning in your classroom, i.e. desk and chair arrangements, and how you use the space provided. Lastly, discuss ways in which equity and multicultural understanding will be promoted in your classroom.

5). **Professional growth plan**

Ask yourself, “In what ways do I wish to develop as a teacher of culturally and linguistically diverse students?” “What are my goals for future development?” “How can I achieve my goals?”

(A maximum of 10 points per section). Also see rubric on the following page.

RUBRIC FOR PHILOSOPHY OF BILINGUAL EDUCATION

Philosophy Components	Well Developed – 10	Adequate - 7	Limited – 4	Insufficient - 1
Beliefs about learning	Contains detailed information pertaining to personal beliefs about learning for ELs. Beliefs are supported by research.	Contains information pertaining to personal beliefs about learning for ELs. Most beliefs are supported by research.	Contains some information pertaining to learning for ELs. Some beliefs are supported by research.	Contains little, if any, information pertaining to learning for ELs. Beliefs are not supported by research.
Beliefs about teaching	Contains detailed information regarding your role as teacher, and how you will address learning styles, levels and language of students as well as how you will motivate, assess, support and advocate for them.	Contains information regarding your role as teacher, and how you will address learning styles, levels and language of students as well as how you will motivate, assess, support and advocate for them.	Contains some information regarding your role as teacher, and how you will address learning styles, levels and language of students as well as how you will motivate, assess, support and advocate for them.	Contains little, if any, information regarding your role as teacher, and how you will address learning styles, levels and language of students as well as how you will motivate, assess, support and advocate for them.
Goals for teaching and learning	Most goals are clearly communicated in a detailed and thoughtful manner.	Goals are communicated with some clarity.	Some goals are clear; others are either unclear or missing.	Most goals are not clearly communicated or missing.
Execution of goals	Demonstrates a clear picture of how instruction will support goals, how teaching and learning will take place, how the environment will be	Demonstrates details about how instruction will support goals, how teaching and learning will take place, how the environment will be	Provides some details about how instruction will support goals, how teaching and learning will take place, how the environment will be	Provides little, if any, details of how instruction will support goals, how teaching and learning will take place, how the environment will be

	arranged, and how equity and multicultural understanding will be practiced in your future classroom.	arranged, and how equity and multicultural understanding will be practiced in your future classroom.	arranged, and how equity and multicultural understanding will be practiced in your future classroom.	arranged, and how equity and multicultural understanding will be practiced in your future classroom.
Professional growth plan	Includes a detailed plan for future professional develop goals and how they will be accomplished.	Includes a plan for future professional develop goals and how they will be accomplished	Includes a basic plan for future professional develop goals and how they will be accomplished	Includes a limited plan for future professional develop goals and how they will be accomplished or does not include a plan at all.

APPENDIX V

RESEARCH PAPER

One of the most integral parts of successful teaching is collaboration. Just as it is important to teach students to work cooperatively, it is also important for teachers to learn the same set of skills. As a collaborative team of two/three members, you are to conduct a research project and write a related paper that integrates theoretical perspectives and implications for practice in educating English language learners. Length: 10-15 pages. Please note that if your group consists of two people, the length of your paper should be at least 10 pages, and for a three-person group, it should be at least 15 pages in length. In addition to a paper, your group will be asked to discuss your project on the last day of class.

SUGGESTED TOPICS (YOU MAY CHOOSE ONE OF THESE OR SELECT YOUR OWN TOPIC):

- Implications of NCLB on Bilingual Education
- History and Politics of Bilingual Education and the English Only Movement – Pros and Cons
- Effects of Assimilation on Immigrant Children
- The Law and the Courts in Language Minority Cases
- An Inside Look at Dual Language Programs
- History of Bilingual Education in Other Countries Around the World
- Survey of Mainstream Teacher Attitudes Regarding Bilingual Education

You are encouraged to be as original and creative as possible in conducting your inquiry and writing your research paper. The following is intended as suggestions to guide you through the process:

1. Begin by brainstorming ideas for inquiry and making a list of possible topics
2. Select a topic from the list generated
3. Identify sources of information
 - a. Articles
 - b. Books
 - c. Court documents
 - d. Classrooms to observe
 - e. People to interview
 - i. Teachers
 - ii. Administrators
 - iii. Parents
 - iv. Legislators
4. Do a review of literature
5. Narrow your topic if necessary
6. If your inquiry involves interviews, compose an interview guide consisting of the questions for which you are seeking answers and conduct your interviews.
7. If your inquiry involves observations, decide what specifically you intend to observe, e.g., dual language instruction, bilingual education, etc., and make your observations.
8. Since this is a group project, you need to determine the role or responsibilities that each person will have. Here are some suggestions for assignments of roles:

- a. One person might do the literature review to determine what has been written on the topic. Someone else might compose an interview guide(s) and conduct the interviews, and another group member might make observations. Each member would be responsible for writing up his/her part in the actual paper. As a group, you would then come together to compose a conclusion based upon your findings. **Or**
- b. The group could begin with a three-part thesis statement and then each member’s task would be to conduct an inquiry on an assigned part and write it up. The group would prepare an introduction together and come together again to compose a conclusion based upon the findings of each member. **Or**
- c. One person might gather all of the data/information for the research. The other person(s) might write up the information. **Or**
- d. One person might write an introduction, other group members might divide the body of the paper and write their assigned parts, and the person who wrote the introduction might write the conclusion.

FORMAT

- **Title Page** – Format according to the 6th edition of the American Psychological Association (APA) guidelines, which can be accessed through the OWL – Purdue University Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **Introduction** – Present the issue and relevance of topic and discuss your reasons for conducting the research. Also, include one of the following: Thesis Statement, Problem Statement, or Research Questions.
- **Methodology** – Describe your strategies for conducting your inquiry, e.g., review of literature, interviews, observations, etc.
- **Content/Body** – Develop your thesis, problem, or answers to your questions.
- **Conclusion** – Analyze and discuss your findings. Integrate theoretical perspectives and include implications for the classroom, future research, bilingual education, etc.
- **Works Cited or References** – All sources used in papers should be cited at the end of the paper. This does not count towards the length of the paper. Use the latest edition of APA for formatting. A minimum of 8 sources should be used.
- **Quotations** - Short quotations are enclosed in quotation mark. Longer quotations must be indented. Follow the guidelines for citing in-text quotes in the 6th edition of APA.
- **Spacing** – Paper must be double-spaced.
- **Sub-Headings and Graphics** – Follow APA guidelines.

“Google Docs” is an excellent tool for online collaboration as it allows multiple parties to develop a document cooperatively. For a demo go to http://docs.google.com/demo/edit?id=scAAvtKCcM4-FqWw9vJMzUfyU&dt=document&utm_medium=ha&utm_source=en-ha-na-us-bk&utm_campaign=en&utm_term=googledocs#document

GRADING FOR RESEARCH PAPER

Introduction -- 5 points

Methodology – 10 points

Content - 30 points

Documentation - 10 points

Format - 10 points

Conclusion -- 20 points

Grammar and Mechanics – 10 points

Length - 5 points

(The professor may choose a rubric for a research rubric such as the one found at:
<http://www.cornellcollege.edu/LIBRARY/faculty/focusing-on-assignments/tools-for-assessment/original-research-rubric.pdf> and adjust it as needed.)

COLLABORATION RUBRIC

Name of Student Completing Form _____

Name of Student Being Assessed _____

	Exemplary	Good	Fair	Marginal	Comment
Development of Project	Made a substantial contribution in developing the research project	Contributed in developing the research project	Attended sessions to develop research project. Contribution was not substantial	Did not make any contribution in the development of the research project	
Research and Data Collection (only applicable if research and data collection were assigned as role)	Collected a substantial amount of valuable data/information	Collected basic information – most related to topic	Collected very little information – only some related to topic	Did not collect any information that related to topic	
Fulfillment of Role	Performed with excellence all duties that were assigned	Performed nearly all duties as assigned	Performed very few duties as assigned	Did not perform duties as assigned	
Punctuality	Completed all responsibilities on time	Completed most responsibilities on time	Completed most responsibilities late	Did not complete any responsibilities/ relied on others to do work	

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