

SECTION 1

University of Wisconsin-Eau Claire (UWEC)
BILINGUAL EDUCATION CONTENT-BASED INSTRUCTION
& CURRICULUM DEVELOPMENT
CI 411/611

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Course Description

In this course you will study what it means- linguistically, cognitively, socially, and psychological-to be a bilingual child. You will explore the language learning/acquisition of bilinguals; how to instruct bilingual children through grade-level subject matter; and various program models. You will develop curricula to teach bilingually in content areas. Finally, you will be introduced to methods of assessment for second language learners in U.S. public schools.

Course Objectives

Students will be able to apply knowledge about the following topics to the design of an instructional model of English language learning (ELL) children, K-12.

1. the various theories regarding the relationship between language and cognition
2. the various theories regarding second language acquisition for children
3. the arguments for and against bilingual education for linguistic minority students
4. how linguistic minorities are educated in other parts of the world
5. the socio-cultural consequences of growing up in America as a linguistic minority youth
6. classroom interaction patterns that impact the language development of limited English proficient (LEP) students
7. the particular challenges facing the teachers of ELL students
8. assessment procedures for bilingual students

SECTION 2

Baccalaureate Goals and Portfolio Project

In 1994, the UWEC University Senate developed 11 broad goals for teaching and learning. These goals are called the Baccalaureate Goals.

Whenever educators set goals for students, it is ethical for those educators to assess whether or not the curriculum and instruction give students the experiences necessary to meet those goals. Thus, UWEC is committed to assessing the effectiveness of the curriculum through the Baccalaureate Portfolio. Of the 11 goals, three of them are crucial to our class: 1) an ability to inquire, think, analyze, 2) an ability to write, read, speak, listen, and 3) international and intercultural experience.

To participate in this assessment project, all you need to do is copy of the Methodological Position paper and to upload a copy of the file into your UWEC WebPortfolio. This is done electronically, at your UWEC WebPortfolio site. This requirement requires virtually no extra work of you: choose the baccalaureate goal your paper or project best matches, upload your document, complete the cover/reflection sheet, and save your file. I will identify two papers from this course that you can upload into your electronic baccalaureate portfolio. To log-in, go to: <http://webportfolio.uwec.edu/>

As a future educator, you can expect to be called upon to articulate what your students will learn. Additionally, you will be expected to assess whether or not your curriculum and instruction is providing students with learning

experiences that help them toward the goals. Your participation in UWEC's Baccalaureate Portfolio Project is thus a rich opportunity for you to observe and reflect upon how educators strive to fulfill their commitment to teaching and learning.

SECTION 3

Required Texts-*Purchase*

- Cloud, N., Genesse, F., & Hamayan, E. (2000). *Dual Language Instruction: A handbook for enriched education*. Boston, MA: Heinle & Heinle. ISBN: 0-83848-801-3
- Igoa, Christina. (1995). *The Inner World of the Immigrant Child*. Mahwah, New Jersey: Lawrence Erlbaum. ISBN: 0-8058-8013-5
- Brisk, M. E., & Harrington, M. M. (2007). *Literacy and Bilingualism: A Handbook for ALL Teachers* (2nd Edition) Mahwah, New Jersey: Lawrence Erlbaum. ISBN: 0-8058-5506-8
- Brisk, M. E. (2006). *Bilingual Education: From Compensatory to Quality Schooling* (2nd Edition) Mahwah, New Jersey: Lawrence Erlbaum. ISBN: 0-8058-4773-1
- Faltis, Christian J., & Hudelson, Sarah J. (1998). *Bilingual Education in Elementary and Secondary School Communities*. Allyn and Bacon Publ. ISBN: 0-8013-3071-8

Graduate Students must also read: DeCapua, A., & Wintergerst, A.C. (2007). *Crossing cultures in the language classroom*. Ann Arbor, MI: Univ. of Michigan Press.

SECTION 4 Course Requirements

Preparation for class: Reading and writing assignments and other assigned activities must be completed prior to the class meeting for which they have been assigned.

Attendance and Participation: Attendance at all class meetings is required. Work cannot be made up or deferred; homework assignments are due on the date indicated on the syllabus. LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Special Accommodations: If you need course adaptations or accommodations due to a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office hours are located on the first page of this syllabus. *"Any student who has a disability and is in need of classroom accommodations, please contact the instructor and the Services for Students with Disabilities Office in Old Library 2136 at the beginning of the semester."*

Statement on Academic Integrity: I consider any academic misconduct in this course as a serious offense, and I will pursue the strongest possible academic penalties for such behavior. The disciplinary procedures and penalties for academic misconduct are described in the UW-Eau Claire *Student Services and Standards Handbook* (<http://www.uwec.edu/sdd/publications.htm>) in the section titled, "Chapter UWS 14—Student Academic Disciplinary Procedures."

SECTION 5 Course Assignments

Assignments: You must complete each assignment for the grading policy to apply appropriately. Rubrics for all mandatory assessments will be provided; Rubrics for homework will be available upon request.

Mandatory Tasks

1. **Reading Schedule and Weekly Electronic Discussion:** All readings MUST be completed PRIOR to class. There may be pop quizzes on the readings, or homework assigned if readings are not completed in a timely manner. Besides, you may be highly embarrassed if you cannot participate in class discussions; this is a true constructivist classroom, so learners are required to assist in the construction of knowledge.

Weekly Electronic Discussion (750 points)—Respond to the content of the readings through written comments and questions on Desire2Learn (D2L). These comments should not be summaries of the readings, nor theses on the topic. Please be reflective in order to create a class dialogue about what we are reading. Remember that we are considering the links between theory and practice, so I hope that you will be thoughtful about the theoretical underpinnings of your readings. Important questions that arise from your email discussion will become a focus for further classroom elaboration. Submit your responses are listed by date due in the reading schedule.

2. **Quizzes** (350 points): We will have short quizzes on a weekly or bi-weekly basis throughout the semester. These quizzes will evaluate your knowledge of readings (e.g., terminology, important names, acronyms, and concepts). The quizzes may be essay, multiple choice, fill-in-the-blank, matching, etc.
3. **Project Work** (600 points)—There are numerous mini projects and activities interspersed throughout this courses. They will all be graded on a 600-point scale and will be averaged.
4. **Graduate Students only** (250 points- add 250 to the undergraduate scale below)
 - Grads will do optional readings from
 - Chapters 1, 4, 6, from “Language Processing in Bilingual Children” edited by Bialystok’
 - Pages 110-123 from “In Other Words” edited by Bialystok and Hakuta.

SECTION 6 Grading Policy

Mandatory Tasks

1. Readings	n/a
2. Weekly Electronic Discussion	750 points
3. Quizzes	350 points
4. Project Work	600 points

TOTAL POINTS POSSIBLE: 1700 points

Grading Scale:

A	= 1700-1650
A-	= 1649-1600
B+	= 1599-1550
B	= 1549-1500
B-	= 1499-1450
C+	= 1449-1400
C	= 1399-1350
C	= 1349-1300
D+	= 1299-1250
D	= 1249-1200
D-	= 1199-1150
F	= 1149 and below