



Graduate School of Education

Rutgers, The State University of New Jersey

O5:300:452:M4

TEACHING EMERGING BILINGUALS IN THE PRE-K-12 CLASSROOM MODULE 1

1.5 CREDITS

Fall 2021

TUESDAYS, 5:00 – 8:00 PM

GSE, NEW BRUNSWICK CAMPUS - ONLINE

Instructor: Jacquelyn León	Email: jacquelyn.leon@rutgers.edu
Phone Number: (347) 526-0082 (cell)	Location: Online
Office Hours: By appointment	Prerequisites or other limitations: Admission to Teacher Education Program
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other OFF CAMPUS	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers:

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

Course Description

Module One of Teaching Emerging Bilinguals in the Pre-K-12 Classroom fosters a set of dispositions towards emerging bilinguals that includes an understanding of the relationship between language and power and the social-political context of learning English in U.S. public schools. Through course readings grounded in a sociocultural framework, a set of guided clinical experience in pre-K-12 classrooms and their surrounding community, and seminar discussions fostering a critical perspective on policy and pedagogy, students will consider their roles and responsibilities in schools serving emerging bilinguals. By the end of the semester, students will have an understanding of the strengths and needs of emerging bilinguals and their families, and a

foundation on which to build a set of general and content-specific pedagogical practices. This course is the first in a two-course sequence.

Course Objectives

In this first module (first semester), our main objective is to foster a set of dispositions towards emerging bilinguals, language and power, and the social-political context of learning English in U.S. public schools. The course goal is to introduce students to key terms and best practices that will be followed up on in content-specific settings in module two. By learning about emerging bilinguals, their experiences and communities, GSE students will consider their own positioning within and responsibilities to emerging bilinguals in their school communities.

Standards

1. Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Critical dispositions

(2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

(4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

2. Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Essential knowledge

(4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

(6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions

(4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.

3. Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Critical Dispositions

(1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

(2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(3) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(4) The teacher seeks to foster respectful communication among all members of the learning community.

5. Standard Five: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Critical dispositions

(2) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

6. Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Critical dispositions

(5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

7. Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Essential Knowledge

(1) The teacher understands content and content standards and how these are organized in the curriculum.

(2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

8. Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Critical disposition

(2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

(4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

9. Standard Nine: Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Critical disposition

(2) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(3) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

11. Standard Eleven: Ethical Practice

The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

Essential Knowledge

- 1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Crosswalk between Danielson and EdTPA

Danielson 1b (Demonstrating Knowledge of Students) –
EdTPA (2) Planning to Support Varied Student Needs,
EdTPA (4) Using Knowledge of Students to Inform Teaching and
EdTPA (5) Identifying and with relevant rubrics (Supporting Content Development through Language, Monitoring Student Learning)

Danielson 2a (Creating an Environment of Respect and Rapport) --
EdTPA (2) Learning Environment (6)

Danielson 2b (Establishing a Culture of Learning) --
EdTPA (2) Learning Environment; 6 Engaging Students in Learning (7)

Course Catalog Description

Module One of Teaching Emerging Bilinguals in the Pre-K-12 Classroom fosters a set of dispositions towards emerging bilinguals that includes an understanding of the relationship between language and power and the social-political context of learning English in US public schools. Through course readings grounded in a sociocultural framework, a set of guided clinical experience in pre-K-12 classrooms and their surrounding community, and seminar discussions fostering a critical perspective on policy and pedagogy, students will consider their roles and responsibilities in schools serving emerging bilinguals. By the end of the semester, students will have an understanding of the strengths and needs of emerging bilinguals and their families, and a foundation on which to build a set of general and content-specific pedagogical practices. This course is the first in a two-course sequence.

Required Texts

Book chapters and journal articles available on Sakai and the library's Course Reserve.

Grading policy

Evaluation of Written Work:

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.

- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of 300:412 should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>) Please use Times New Roman 12pt font, 1-inch margins, and double space all of your assignments.
- On lateness – If you need an extension of time on an assignment please contact me **24 hours before the date when the paper is due**. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.

Letter Grade Equivalents:

93-100	A
88-92	B+
83-87	B
78-82	C+
73-77	C
68-72	D+
60-67	D
Below 60	F

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Web site: <https://sakai.rutgers.edu/portal> A specific Sakai page on this portal will be dedicated to this course.

Course Requirements

Attendance Policy - If you are unable to attend a class, please contact me via email as soon as possible. This will allow me to send you materials from the missed class so you don't fall behind. In addition, please make sure that you talk to a fellow student who can collect extra handouts and help you catch up on what was discussed in your absence. If you miss one class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course will automatically be reduced.

Class Participation: Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings, field placement experiences and to participate in class activities. I will take note of participation in every class. Please note that inappropriate use of technology (such as texting or using the internet for non-class related activities) will result in a lowering of your participation points for the day.

Reading Reflections: Before class, you will engage with the assigned reading by answering a set of questions. These questions and your answers will support the close reading activities that will be conducted in class. A hard copy of these reading reflections should be handed in at the end of class.

Linguistic Landscape Assignment: The linguistic landscape "is the visibility and salience of languages on public and commercial signs in a given territory or region" (Landry and Bourhis, 1997, p. 23). The linguistic landscape is where the urban and public spaces are symbolically constructed. Engaging with such symbolic constructions is a way to better understand your future teaching environment, in its diversity and complexity. For this assignment, you will inquire into the linguistic landscape of a specific area, preferably in one of our partnership districts. This group assignment consists of a collective inquiry and a collective multimodal presentation. Assignment rubric will be shared and discussed in class.

Course Reflection: Write a five-page essay describing how your experience in this course will impact your future teaching. Consider the course objectives and discuss how you have met or are on your way to meeting them. Use support from course content, materials, clinical observations in your discussion. Assignment rubric will be shared and discussed in class.

Summary of the Requirements

Weekly Reading Reflections	30% of final grade
Linguistic Landscape	20% of final grade
Course Reflection	30% of final grade
Participation	20% of final grade

Course Schedule by Week

Please Read Messages Sent Via Sakai for any Updates or Changes

Week	Assignments & Readings
1	<p>Why is this class called Teaching Emerging Bilinguals?</p> <p><i>Topic: Introduction to course, each other, our conceptual framework and common vocabulary in the field</i></p>

<p>Assignment for Week 2</p>	<p>Read Nieto and Bode, ch.6, pp. 210-253, and complete Reading Reflection questions.</p> <p>Reading Reflection Questions:</p> <ol style="list-style-type: none">1. According to Catherine Snow, “the greatest contribution immigrant parents can make to their children’s success is to ensure they maintain fluency and continue to develop the home language”. This quote contradicts the common advice given to language-minority parents to “speak English to your children at home” (p. 236). With research confirming the positive influence of knowing more than one language, why is there resistance to bilingualism? How would you use this information as a classroom teacher?2. Respond to the following quote by taking two sides of the debate: “...Nurturing native-language literacy is supported by research demonstrating that the skills students develop in their native language are usually easily transferred to a second or third language. This being the case, how can we continue to view bilingualism as a deficit?”3. Respond to the following quote about bilingual education as a political issue concerned with power relations in society: “Through an extensive review of programs for ELLs, the 2006 National Literacy Panel report concerning literacy for English language learners found that good bilingual programs produce faster results in developing English fluency than good English-only programs. Because the findings contradicted the administration’s English-only agenda, it was not made public through official government channels. In an unusual move, both the New York Times and the Los Angeles Times urged the government to release the findings. Ultimately, the report was published privately.” Why do you think the current administration supports English-only programs? What reasons might the government have for not making the document public? Discuss your position on bilingual education. Would this document affect your perspective on bilingual education?
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Language, Culture & Power

<p style="text-align: center;">2</p>	<p>Who are emerging bilinguals?</p> <p><i>Topic: Demystifying the population of emerging bilinguals in the U.S. and in N.J.</i></p>
<p>Assignment for Week 3</p>	<p>Read <i>Ethnographic Eyes</i>, and complete Reading Reflection questions.</p> <p>Reading Reflection Questions:</p> <ol style="list-style-type: none"> 1. What are the many definitions and descriptions of ethnography given in this chapter? 2. Why and how is ethnography a useful tool for teachers? Provide at least three examples. 3. How will an ethnographic mindset and toolset help you as you prepare for the Linguistic landscape assignment? <p>Begin to research and analyze the demographics of your linguistic landscape site following the model used in class.</p>
<p style="text-align: center;">3</p>	<p>What do emerging bilinguals need from and bring to schools and educators?</p> <p><i>Topic: Immersion into the experience of emerging bilinguals in U.S. schools</i></p>
<p>Assignment for Week 4</p>	<p>Read Zwiers Chapters One and Two, and complete Reading Reflection questions.</p> <p>Reading Reflection Questions:</p> <ol style="list-style-type: none"> 1. In Chapter 1, Zwiers speaks about four different types of capital that students bring with them to the classroom. Define each one and discuss how you could use this knowledge in order to avoid "pedagogy of entrapment," a term to which her refers later in the chapter. 2. On page 18, Zwiers states: "Some argue that we must modify our expectations of language use in school, and the way we teach, test and accept

	<p>student versions of language. Others argue that we should teach students the academic uses of language intentionally, knowing that students need to use the language of school for academic and professional success. This chapter has argued that we can and should do both." Explain how this will impact you in your approach to teaching diverse learners. (Alternatively: Do you agree or disagree with this statement? Explain.)</p> <p>3. After reading Zwiers' chapter 2 about academic language, reflect on how you could use this knowledge in your future lesson planning. Why is it important to look at your content through a linguistic lens?</p> <p>Continue to research and analyze the demographics of one of your linguistic landscape site following the model used in class.</p>
<p>Introduction to Planning for Instruction for Emerging Bilinguals</p>	
<p>4</p>	<p>What is academic English?</p> <p><i>Topic: Classroom discourse and academic language (in the content areas)</i></p>
<p>Assignment for Week 5</p>	<p>Read Curran (2003) and Gorter (2006), and complete Reading Reflection questions.</p> <p>Reading Reflection Questions:</p> <ol style="list-style-type: none"> 1. How do the two readings connect with previous readings, activities, and discussions in this course? Include specific examples. 2. What new ideas and possibilities for your teaching have you gathered from the readings to support your connections with families, communities to promote the affirmation of diversity? <p>Refer to both readings in your responses.</p>
<p>5</p>	<p>How can educators design culturally responsive instruction?</p> <p><i>Topic: Languages and Cultures in your Classroom</i></p>
<p>Assignment for Week 6</p>	<p>Linguistic Landscape assignment is due. Bring your multimedia presentation on a USB stick <i>and</i> your laptop.</p>

6	<p>How is the public space symbolically constructed? What role does language play?</p> <p>Topic: Knowing the Community</p>
Assignment for Week 7	Prepare final reflection paper. Assignment rubric will be shared and discussed in class.
7	<p>Have we reached our goals?</p> <p>Topic: Course reflection and looking forward</p> <p>Final reflection paper due.</p>