

Principles of Bilingual/Bicultural Education
13/14-548, Spring 2007 (Alternative)

Time: Fridays, 5:15-8:45; Saturdays, 8-4:30
Location: N/E 206
Instructor: Don Hones Phone: 424-7209 (w)
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Office Hours: by appointment Email: hones@uwosh.edu

Description:

Welcome to *Principles of Bilingual/Bicultural Education*. In this course we will explore historical and political dimensions of bilingual/bicultural education, often from comparative perspectives; examine theoretical assumptions and recent research findings about learning through first and second languages; and discuss practical implications of critical theory and research for those who work with bilingual/bicultural children, adolescents, families and communities.

A special feature of this course will be site visits to develop family books with immigrant and refugee families at area community learning centers.

As part of our professional education in the College of Education and Human Services, this course will also help prepare us to be

- knowledgeable about culture, content and learning
- able and willing to select or adapt curriculum and pedagogy to meet the needs of diverse learners
- a skillful practitioner, a reflective professional, and a lifelong learner, striving to become an agent for positive change in the students, school, and society.

Requirements:

Participation and Attendance 15%. Active discussion of the issues is a key element in this class. It is important that you keep up with the readings, so that you will have a basis from which to discuss. Good discussions also require active listeners, and it is important to give your colleagues the attention you expect when you are speaking. You can expect that lateness and absences will adversely affect your grade in the course.

Active discussion will also take place on our class email listserv. Each week you will submit one entry (up to 1 paragraph), reflecting on the readings listed for that time period on the syllabus. You may also respond to a classmate's comments.

Teacher Ethnographic Portrait (5%) To practice ethnographic research techniques, you will begin by interviewing a partner in our class, taking descriptive field notes, and writing a short (2

page) ethnographic portrait, including this teacher's personal background, philosophy, dreams, etc. Sample interview questions will be provided in class. Due by second meeting (2/18).

Language, Culture and Education Institute Report (10%). The weekend of April 14, 2007 will be our 7th annual Language, Culture and Education Institute. After the institute, you will write a 1-2 page (double space) report highlighting what you learned from the sessions you attended, as well as any critique you would like to provide. This can be emailed to me in the week following the institute.

Bilingual Family Ethnographic Project 30%). This project can be done with a partner. With the permission of participant bilingual students, family and/or community members, you will share stories, discuss daily living and educational experiences and issues, and generally gather data, through fieldnotes, taperecording, etc., for the joint development of a student/family book. Bilingual editions of the book are highly encouraged. Approximately 12 pages with illustrations. Please see McCaleb (and me) for examples. *Extra credit for bilingual editions.* 10% for ethnographic observation narrative (4 pages, with references); 20% for completed book.

School Board Meeting and Paper (30%). In a simulated school board meeting we will examine alternative ESL/bilingual educational programs for a hypothetical district. You will be investigating the pros and cons of various forms of ESL and bilingual education through books such as Ovando and Collier, articles, on the internet and elsewhere. The school board meeting itself will be an act of friendly theater, where you are expected to play roles and come in appropriate costume. Moreover, you should

- present documentation to support your argument
- utilize video, computer and overhead projector

We will provide support, as needed, for you to be released for a full-day visit to a bilingual program in another district (e.g., Fratney School in Milwaukee, Danz in Green Bay). Following the visit, submit a paragraph describing strengths, weaknesses, and any highlights of your visit you wish to share on our email listserv. Also in the weeks preceding our school board meeting on 3/12, please share one paragraph defining your character's perspective on the issues with your classmates on our email listserv (to aid everyone's preparation).

Following the meeting you will write a 3-4 page, double space analysis of competing models of ESL and bilingual education instruction and the debate over English Only, drawing on both your experience of a visit to a bilingual program as well as library and internet research; include references cited; and your own viewpoint on best models. Preparation, 10%; Participation in Meeting, 10%; Paper, 10%. Due April 16.

Program Overview/Research Paper (10%). This is meant as an initial step in a year-long project. Small group school-wide and district-wide analyses encouraged. Select an ESL or bilingual education school or district program and analyze its strengths and weaknesses. Utilize our texts, including *Dual Language Instruction: A Handbook for Enriched Education*, or the Indicators of Successful Schools, by Carrasquillo & Rodriguez (course pack) to measure program effectiveness. Considering what we are learning and reading about effective programs, what could be done to improve the work of the program you analyze in its work with minority

language children, families and communities? What does are your district's goals for all children? Are they being met for language minority children, and if so, how? Prepare a 3 page (double space) overview of what you hope to study over the coming year.. Include:

- relevant background on school or program (demographics, etc.)
- statement of problem or issue to be studied
- outline of how you will gather data/timeline, etc.
- initial list of research references (journals, books, etc.)

Evaluation:

94-100	A
88-93	A/B
82-87	B
77-81	B/C
72-76	C
67-71	C/D
61-66	D
0-60	F

Texts:

Bencastro (1999). *Odisea del Norte/Oddysey of the North*. Houston: Arte Publico Press.

Cloud, Genesee and Hamayan (2000). *Dual Language Instruction: A Handbook for Enriched Education*. Boston: Heinle and Heinle.

Igoa (1995). *The Inner World of the Immigrant Child*. Mahwah, NJ:

Course articles (on e-reserve at Polk Library: www.uwosh/library/)

Schedule:

- 1/26: Introductions. Overview of course. Bilingualism and Biculturalism: Policies, Programs and Models. Teachers as Ethnographers and Dialogic Researchers. Readings: McCaleb, Lemberger, Baker, Skutnabb-Kangas, Collier & Thomas, (e-reserve); Cloud, Part I; begin reading Ben Castro.
- 2/17: Bilingual/bicultural education: Best Practices and Effective Schools. Readings: Hones (I), Hones (II), Ovando, Collier & Combs, Krashen (I), Krashen (II), Cummins et al., Spener, Chavez (e-reserve); Cloud, Genesee and Hamayan, part II; Igoa, ch. 1-3. *Teacher Ethnographic Portrait due.*
- 3/9: Perspectives on Culture, Race and Academic Success; School Board Meeting. *Simulation*
Tobar, Cole, Hones (III) (e-reserve); Igoa, ch. 4-6; finish Ben Castro.
- 4/14: Language, Culture and Education Institute (Oshkosh Convention Center). Readings:; Cloud, Genesee & Hamayan, part III & appendices. *School Board Paper and Bilingual Program Reviews due.*
- 5/5 District Program Analyses; sharing of ethnographies and Family Books (invite family participants to attend?).
Readings: Peterson, Hones (IV), Andrade (e-reserve).
- 5/11 ***Bilingual Family Books, Program Overviews, and all assignments due.***