

University of Wisconsin-Oshkosh
13/14-349/549 Content Area Instruction in Bilingual Education
UDLA

Time: Monday through Thursday 8:30-12:20
Instructor: Dr. Kathryn Henn-Reinke

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Description:

Bienvenidos. Nyob zoo. Welcome to Content Area Instruction in Bilingual Education. In this course we will explore the theories, practices, and possibilities for bilingual education across content areas. We will examine the teaching of math, social studies, science and language arts to bilingual children and adolescents in both bilingual (first language) classrooms, as well as, mainstream classrooms. In addition, students will assess needs, develop curriculum, and visit Mexican classrooms.

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

- Knowledgeable about culture, content and learning and able to integrate these components into the teaching, learning and assessment process in two languages.
- Able and willing to select or adapt curriculum and pedagogy to meet the academic and linguistic needs of diverse students.
- Skillful practitioners, reflective professionals and lifelong learners, striving to become agents for positive change in the students, school, community and society.
- Able to design and implement learning experiences that enhance critical thinking and metacognition for all learners.

Requirements:

Note: Bilingual licensure students will prepare all written and oral work in Spanish.

1. **Internet/Listserv Research Project (10%)**. Alone, pursue a special topic of interest related to bilingual literacy development by researching over the internet and through the National Clearinghouse for English Language Acquisition (NCELA), La Cosecha (Dual Language Instruction), Center for Applied Linguistics (CAL) or the bilingual listserv. You will provide a 2-3 page (typed, double-spaced, longer if conducted with a partner) summary of your findings, as well as a reference list of useful sites to visit for your colleagues.
2. **School Visit (10%)**. Visit Mexican classroom and type a one to two page report on your experience. During your visit, note how Mexican schools differ from U.S. schools. You may also wish to pay attention to differences in the educational experiences of students in Mexico that may cause conflicts for students entering U.S. schools. You may also consider adjustments that you might make in your school to make the transition to education in the U.S. a more positive experience.

3. **Community-Focused Survey (20%).**
This requirement will be met in part through participation in either the culture or the economics course offered at UDLA. Participation in weekend travel experiences will fulfill the remainder of this requirement.
4. **Journals (20%; 10% grad).** This journal will consist of your reflections on and responses to course readings and activities during Week 1. Using course readings to help analyze your field experience is highly recommended. During Weeks 2 and 3 of this course, students will orally discuss reactions to the readings..
5. **Long-range (Unit) Plan (30%).** With one or more partners prepare a long-range (unit) plan for one semester in your target language that represents sound pedagogy for bilingual instruction. The plan must integrate at least one content area and must include a rationale for the unit selection; language and content outcomes; detailed instructional plans; a development of at least one critical strategy; and a listing of materials. Also make certain that the plan includes suggestions for scaffolding and active learning.

You may wish to select a topic related to your experiences in Mexico. The units will be shared during our class session on July 3.

6. **ELL Teachers: (20% graduate)**
Create a Plan for Improvement for your school bilingual/ELL program. (You must identify an area in your bilingual/ELL program that needs improvement, and create a plan that will make your program stronger. An area of improvement could be an attendance issue, lack of parental involvement, large failing grades of bilingual students, performance of bilingual students in the state test, etc. Come up with a detailed plan on how to overcome that specific problem in your school. Be prepared to present your plan for improvement to the rest of the class.

Bilingual Teachers

Create a language policy for your classroom/school/district. The plan must include L1 and L2 language goals, C1 and C2 culture components, an assessment plan for L1 and L2 language development and a description of how language and culture skills will be developed and monitored across an academic year.

Be prepared to present your plan on July 2.

Evaluation:

95-100	A
90-94	A/B
85-89	B
80-84	B/C
75-79	C
70-74	C/D
65-69	D
64 or below	F

Attendance:

You are expected to attend each class session and field experience. You are required to actively participate in class discussions and small group work.

Assignments:

All assignments should be submitted on time. Late assignment will receive ½ credit for up to one week. After one week, no credit. You must speak to me regarding any special circumstances. In turn, your assignments will be graded and returned to you in a timely manner. All written work should be word processed and submitted in a professional-looking format.

Texts:

- Freeman Y. S. & Freeman D.E. (2006). Teaching Reading and Writing in Spanish and English in Bilingual and Dual Classrooms. (2nd Ed.) Portsmouth, NH: Heinemann. Required
- Tokuhama-Espinosa, T. (Ed.) (2003). The Multilingual Mind: Issues Discussed by, for, and about People Living with Many Language. Wesport, CT: Praeger. Required
- Chamot, A. U. et al. (1999) The Learning Strategies Handbook. New York, NY: Longman. Required.
- Buehl, D. (2001). Classroom strategies for interactive learning (2nd ed.). Madison, WI: International Reading Association. Recommended

Internet Research Resources:

National Clearinghouse for English Language Acquisition
www.ncela.gwu.edu/index.htm
Center for Applied Linguistics (CAL)
La Cosecha (New Mexico Dual Language Resource)

Listserv:

Subscribe to the bilingual education listserv operated by Arizona State University. Scholars such as Cummins and Krashen are regular contributors, and this is a great place to ask specific questions concerning your needs and interests in bilingual education (e.g., can anyone tell me where I can find Hmong/English bilingual materials for all subject areas, K-12?)

To join the listserv, send an e-mail message to: BILING@ASU.EDU

- As a message, type BILING
- And then send the message. If you have any difficulties getting on this list, e-mail Jeff MacSwan, macswan@asu.edu

Schedule:

- 6/18 Introduction and overview. Components of a Philosophy of Bilingual Education. Celebrate what is right with our bilingual programs! Myths about bilingualism
- 6/19 Goals for Bilingual Ed. Why Teach in the First Language? Contrasting Models of Second Language Education.
Readings: Freeman & Freeman Ch. 1, 2, 3 & Tokuhama-Espinosa Ch. 1
- 6/20 Socio-psycho-linguistic aspects of Bilingual/Bicultural Education. External and Internal Influences on Bilingual Students, Students Outcomes. Review and Research.
Readings: Tokuhama-Espinosa Ch. 14, 15 & 16
- 6/21 Language Acquisition. Literacy Instruction in Two Languages. Standards, Assessments and English Language Learners. **Journals Due.**
Readings: Freeman & Freeman 4, 5 & 6
- 6/23 **Leave for Mexico**
Participate in UDLA classes and activities 6/23-7/8
- 6/26 Literacy Instruction in Two Languages. Language Perceptions. Creating a Bilingual Ethos in School, **Internet research topics shared.** Bilingual Curricula & Instruction: Social Studies. Assessment in the Bilingual Classroom. **Outline of Semester Plan Due**
Readings: Freeman & Freeman 7, 8 & 9
Tokuhama –Espinosa Ch.2- 5
- 6/27 Bilingual Curricula & Instruction Language Arts
Bilingual Curricula & Instruction: Math .
Readings: Tokuhama-Espinosa Ch.6,7, 8, 11, 12, 13
- 7/2 Bilingual Curriculum & Instruction: Science.
Fine Arts in the Bilingual Classroom. Empowering Students as Researchers of their Schools and Communities. **Semester Plan Presentations.**
- 7/3 Fine Arts in the Bilingual Classroom. School & Community, continued.
Readings: Ch. 20-21. **Semester Plan Presentations.**
- Projects/Presentations from graduate students due.**