NEW YORK UNIVERSITY
Steinhardt School of Culture, Education, and Human Development
Department of Teaching & Learning
Multilingual Multicultural Studies

BILED-GE.2001.001 Multilingual/Bilingual Education: Theory & Practice
Instructor: Dr. Leona Marsh (212) 998-5498   Semester: Spring 2015
Office hours: Mon.: by apt; after class   Day/Time: M. (6:45 – 8:25 p.m.)
Email: LM24@nyu.edu   Location: GCASL, Room 388

Course Description:
This course explores issues, theories, policies, and practices of bilingual education and bilingualism, especially as they apply to pedagogy and multiculturalism. Key topics explored include (1) Models and programs of bilingual education, and their evaluation in the literature; (2) policy and politics of language minority education in the U.S. and international contexts; (3) bilingual language development; and (4) cultural, social, and political perspectives on language minority education. Emphasis is on pedagogical implications of the above, with particular attention to native language development, second language/literacy; and teaching for developmentally and linguistically diverse students.

Course Objectives
By the end of this course students will be able to:
1. Demonstrate knowledge about major theories in the field of bilingual education/bilingualism and be able to apply these to both first and second language learning contexts.
2. Demonstrate knowledge about research in the field of bilingual education as it applies to emergent bilinguals.
3. Learn about and apply the history of bilingual education in the U.S. from a political and cultural perspective to present conditions.
4. Learn about and apply the history of bilingual education, with emphasis on legislation, to present conditions including high-stakes testing and the Common Core Standards legislation. Identify effective assessment procedures for emergent bilingual students.
5. Identify bilingual programs and their effectiveness for emergent bilingual students in U.S. public schools and internationally.
6. Appreciate the concrete difficulties encountered and efforts to become English speakers by English language learners from their writings and curricula implications.
Course Requirements
1. Attend class regularly (attendance will be noted); active participation in group and/or pair work and in whole class discussions. Because attendance is very important, missing more than two classes will affect the participation aspect of your grade regardless of the reason. You are also expected to be on time. If you are absent or late, make arrangements to get class materials and help with information you might have missed. Assignments are due on time irrespective of absences.
2. Reading Assignments and Class Participation
   You are expected to read all assignments in order to participate in whole class and group discussions and to bring the readings, notes, and questions to class with you. Reading/writing assignments for each week are listed on the syllabus, which is posted on NYU classes.
3. NYU Classes
   Class members are expected to post to the discussion thread at least once a week. The post should be brief and should contain a) a quotation from the assigned reading (1-3 sentences) and b) a comment or question about the quotation. Contributions should be posted no later than by 2:00 p.m. of each Monday. You are encouraged to initiate new threads. Guidelines for all assignments will be posted on NYU classes under “Resources” with examples and directions for work on a weekly basis.

Required texts (available at NYU bookstore):
- Articles to be read can be downloaded from NYU Classes

Recommended texts:
- Menken, Kate: English Language Left Behind: Standardized Testing as Language Policy, Multilingual Matters, Toronto, 2009.
Grading Formula

The following scores will determine your final grade for the course:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Class Participation (includes posting to New York Classes)</td>
<td>20</td>
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<tr>
<td>2. Mid-term exam</td>
<td>15</td>
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<tr>
<td>3. Papers: interviews, essays, critiques</td>
<td>25</td>
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<td>4. Final project: case study</td>
<td>40</td>
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<td>= 100%</td>
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Grades: A: 95-100    A-: 90-94    B+: 85-89    B: 80-84    B-: 75-79
C+: 70-74    C: 65-69    F: Below 65

Accommodations for NYU Students with Disabilities:
Any student attending NYU who needs an accommodation due to a chronic psychological, visual, mobility, and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at (212) 998-4980, 240 Greene Street, www.nyu.edu/csd.

Late Work:
All papers are due at the beginning of class on the date specified unless you have made other arrangements with me before the due date. You will not receive higher than a B+ for any late assignment. That is, a late assignment will be reduced to the next lower letter grade. If you would normally receive an A on a paper, in the case of lateness it would be reduced to an A-; if you would normally receive a B+, in the case of lateness it would be reduced to a B, and so on. Do not turn in any papers via email without permission.

Academic Integrity

The following is adapted from the NYU Steinhardt Student’s Guide (p. 24) and from the policies and Procedures of the NYU Expository Writing Program (available from http://www.nyu/cas/ewp/html/policies.procedures.html:

Academic integrity is the guiding principal for all that you do, from taking exams, making oral presentations, to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours. You violate the principle of academic integrity when you a) cheat on an exam; b) submit the same work for more than one course without the knowledge/permission of all professors involved; c) receive help on a take-home examination that calls for independent work; d) collaborate with other students who submit the same paper under their individual names; give permission to another student to use your work for a class; and e) plagiarize.
# Syllabus for Spring 2015

(subject to revision in case of speakers' changes)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/26</td>
<td>Overview of and introduction to course: “Who’s a bilingual?” #1</td>
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<tr>
<td>2/2</td>
<td>Baker: chapter 1 (terminology used in the field) &amp; Baker, chapter 2 (Measuring bilinguals)</td>
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<td><strong>Due:</strong> Write a 1-pp based on p.17, #2; (timeline and reflection)</td>
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<td>2/9</td>
<td>Baker: chapter 7 (Bilingualism and Cognition). What is intelligence? #3</td>
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<td><strong>Due:</strong> Take an online I.Q. test and report about ways it impacted you, as well as implications for emergent bilinguals. (notes); Read Gardner’s <em>Multiple Intelligences</em> (student presentation)</td>
</tr>
<tr>
<td>2/16</td>
<td>President’s Day – no classes.</td>
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<tr>
<td>2/23</td>
<td>Baker: chapter 8 (Cognitive Theories of Bilingualism and the Curriculum); Implications for educators (notes)</td>
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<td><strong>Due:</strong> Cognitively undemanding/demanding tasks (student presentations)</td>
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<td></td>
<td>An oral description of your case study informant</td>
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<td>3/2</td>
<td>A <em>Power Point</em> presentation: bilingual and non-bilingual education programs and goals.</td>
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<td>(Your first meeting with mid-term partner.)</td>
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<tr>
<td>3/9</td>
<td>Early/Late Development of Bilingualism Baker: chapters 5 and 6 (read pp. 116-129). Teacher lecture on codeswitching.</td>
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<td><strong>Due:</strong> Interview someone who was a language broker. In a 2pp. describe the effects of this responsibility on your informant. (student presentation on case studies of early bilingualism).</td>
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<tr>
<td>3/16</td>
<td>Spring recess – no classes</td>
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#5

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3/23  Speaker: (title to be announced)  
#7  (2nd meeting with your mid-term project partner)  

3/30  **Mid-Term Poster Presentation with handout**  
#8  Students may design the poster to reflect one’s major.  

4/6  Baker: chapt 9: Teacher lecture: short history of bilingual ed;  
#9  Roundtable on bilingual education programs in Europe, Asia, 
the Middle East including India and Southeast Asia, as well as of 
indigenous communities in the U.S.  
Due: (notes): draft of case study  

4/13  Menken: “Teaching to the Test” from *English Learners Left Behind: Standardized Testing as Language Policy*.  
Due: Interview a public school teacher; in a 2-pp, write up his/her 
responses to *The Common Core Standards*, especially their effects 
on his/her teaching to emergent bilinguals.  

4/20  *Education, Multilingualism, and Translanguaging in the 21st Century*  
by Ofelia Garcia.  
Due: Type/share/hand in 4 questions you would like to ask the author  

4/27  Santa Ana: Stories about the lives of multilingual children in public 
schools. *Wascicula ya he?* (Do you speak English?) (pp. 56-63);  
*From the Woman Warrior* (pp. 78-81); *Mother Tongue* (pp. 169-73);  
*My Hawai’i* pp179-83)  
Due: In 2-3 pages write about 1 main theme that runs throughout the 
various stories above
5/4  Santa Ana: read an additional story as well as poems about the lives of multilingual children in public schools: *The Girl Who Wouldn't Sing* (pp. 13-21); *Prospectus* (p. 22); *Learning Silence* (p. 23); *No Questions Asked* (p. 70); *the fact that* (p. 161); *Elena* (p. 165); *Immigrants* (p. 178); and *English Con Salsa* (p. 287).

**Due:** Case Study (Type 2 copies; keep one for yourself and bring to class on 5/11). Bring original poem to share with class.

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5/11  Last day of classes

#14  Share case studies

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Notes:

1. Student mini-presentations are part of your participation grade and should be 5 minutes long. Do not read from a sheet of paper; you may write notes on a card to help you remember your points. **Do not use the author’s exact words nor read from the card**; instead, think of 2 points you find interesting that you may not have known before. The discussion should be evenly divided between the 2 presenters. I am available to help you with your presentation.

2. You will be expected to type notes for some assignments. This is your way of demonstrating that you have read an assignment and thought about it carefully. While I won’t grade notes, I will assess them carefully. You will be provided with examples of what I expect.

3. While I will provide you with details about how to proceed with all assignments, you may still have questions. I encourage you to ask any and all questions in class or email me once you get home if you find that you are still unclear about something.

4. All homework assignments are posted on NYU classes with examples.
Selected bibliography


**Recommended journals**
- Bilingual Research Journal
- Foreign Language Annals
- International Journal of Bilingual Education and Bilingualism
- International Journal of Education Research
- International Multilingual Research Journal
- Journal of Language Policy
- Journal of Studies in Int’l Education
- Language, Culture, and Curriculum
- Language Teaching
- Multicultural Education
- National Association for Bilingual Education
- Review of Research in Education
- TESOL Quarterly

**Online journals:**
- Bilingual Research Journal (BRJ) – Available full text at: http://brj.asu.edu
- Internet TESL Journal: http://iteslj.org
- NABE: Journal of Research and Practice (NJRP) – Available at http://www.uc.edu/njrp

**The following journals are available in full text (PDF) from Multilingual Matters at:** http://www.multilingual-matters.com
- International Journal of Bilingual Education and Bilingualism
- International Journal of Multilingualism
- Journal of Multilingual and Multicultural Development
- Language and Education
- Language and Intercultural Communication
- Language, Culture, and Curriculum

Also, many articles are available full text through the **ERIC database.**

**Useful international websites:**
- European Bureau for Lesser Used Language: www.eblul.org
- European Center for Modern Languages: www.ecml.at
- Eurydice: www.eurydice.org/portal/page/portal/Eurydice