

SYLLABUS
Queens College/CUNY
Education Unit

Fall 2005

LCD 706: BILINGUALISM

Tuesdays, 6:30-9:20 pm, Kissena Hall, 340

INSTRUCTOR INFORMATION ▪ Eva M. Fernández, Assistant Professor, Linguistics & Communication Disorders
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COURSE DESCRIPTION ▪ 3 cr.; 3 hr. Prereq. or coreq.: LCD 701. Sociolinguistic and psycholinguistic properties of bilingualism, legal history, and educational foundations of bilingual education. Bilingual education will be compared to other approaches. An emphasis is placed on the implications of bilingualism for ESL and/or literacy teachers.

CONCEPTUAL FRAMEWORK: Queens College Principles for Educator Preparation (QC-7) ▪ This course is being offered by the MS in Education: TESOL Program, which is part of the Education Unit at Queens College. The Education Unit seeks to promote equity, excellence, and ethics in urban education and is committed to developing competencies in all teacher preparation and other education professional candidates that will enable them to:

- Hold high expectations for all learners,
- Work as change agents to promote equity and social justice,
- Foster nurturing and challenging democratic learning communities, and
- Respect and honor diversity.

This course is aligned with the Education Unit's commitment to preparing educational professionals to work in diverse urban and suburban communities. Specifically, the knowledge, skills, and dispositions that candidates will develop/demonstrate at the successful completion of this course are directly linked to the Education Unit's seven principles: 1) discipline specific competencies, 2) learning and development, 3) families and urban communities, 4) diversity, inclusion, democracy and social justice, 5) language and literacy, 6) curriculum, instruction, and assessment, and 7) technology.

COURSE GOALS/OBJECTIVES

To promote an understanding of the principles underlying societal aspects of bilingualism, including language choice and the organization of bilingual communities (QCP 1, 3, 4, 5; NYS i, iii, iv, viii, ix, xii; INTASC 1, 3, 5, 6, 7, 9, 10; SPA 1a, 2a, 2b; ESL 1, 3, 4, 5)

To explore the properties of bilingual competence: its representation and use in unilingual and multilingual contexts, and its development during acquisition (QCP 1, 2, 5; NYS ii, iv, ix; INTASC 1, 2, 7, 3, 6; SPA 1b; ESL 1, 3, 4)

To examine the sources and evaluate the results of language policies affecting bilingual communities, particularly those related to legislation about bilingual education in the United States (QCP 3, 4, 5, 6; NYS i, iii, iv, v, vii, ix, xii; INTASC 1, 3, 4, 5, 7, 8, 9, 10; SPA 3a; ESL 1, 3, 4, 5)

To foster information literacy by enhancing the understanding and associated skills necessary for the sound use of technology to carry out academic tasks and to interact with the instructor and peers (QCP 7; NYS vi; INTASC 6; ESL 2)

REQUIRED PURCHASES: TEXTBOOK(S) AND SUPPLIES

Textbook (required): Li, W. (2000). *The bilingualism reader*. London: Routledge. (This text is available for purchase at the QC bookstore.)

Additional required readings will be made available through the Library's e-reserve system.

WEEKLY TENTATIVE SCHEDULE

DATE	TOPIC	READING	STANDARDS
8/30	Bilingualism: An Introduction	Ch 1; also pp. 3-25 and 475-486	
9/06	Language Choice	Ch 2, 3, 4	QCP 1, 3, 4, 5; NYS i, iii, iv, viii, ix, xii; INTASC 1, 3, 5, 6, 7, 9, 10; SPA 1a, 2a, 2b; ESL 1, 3, 4, 5
9/13			
9/20	Code-Switching and Communicative Competence	Ch 5, 6	
9/27			
10/18	Visit to Library		QCP 1, 7; NYS vi, ix; INTASC 1, 6; ESL 2
10/25	Generating Code-Switched Utterances	Ch 9, 10; First paper due	QCP 1, 2, 5; NYS ii, iv, ix; INTASC 1, 2, 7, 3, 6; SPA 1b; ESL 1, 3, 4
11/01		Ch 18	
11/08	Acquisition and Representation of Two Languages	Ch 12, 13, 14, 15	
11/15			

DATE	TOPIC	READING	STANDARDS
11/22	Language Policy	TBA	QCP 3, 4, 5, 6; NYS i, iii, iv, v, vii, ix, xii; INTASC 1, 3, 4, 5, 7, 8, 9, 10; SPA 3a; ESL 1, 3, 4, 5
11/29	Bilingual Education	TBA	
12/06	In-Class Presentations	(n/a)	QCP 1, 2, 3, 4, 5, 7; NYS i, ii, iii, iv, v, VI, vii, ix, xii; INTASC 1, 3, 5, 6, 7, 8, 9, 10; SPA 1a, 1b, 2a, 2b, 3a; ESL 1, 2, 3, 4, 5
12/13			
12/20	Final Paper Due	(n/a)	

ASSIGNMENTS, DUE DATES, AND GRADING PLAN ▪ A final letter grade will be assigned based on a number grade calculated from your scores on the following components of the course, which will each be graded using a point system:

- First paper (100 points, 33% of final grade), 10/25
- Second paper (100 points, 33% of final grade), 12/20
- In-class presentation (100 points, 24% of final grade), 12/06 or 12/13
- Participation in and out of class (100 points, 10% of final grade)

Guidelines for all of these will be discussed in class and will be provided on the course web.

Number to letter-grade conversion will follow QC's established system; a copy is on the course web.

Assignments handed in late will be penalized: 1 point off for each day the assignment is late; no extensions.

Assignments will be handed in electronically. Instructions will be provided in class and posted on the course web.

You are responsible for staying up to date with all of the assigned readings. This will facilitate your ability to participate fully in class. You will also read additional material, related to your two papers (required readings don't cover everything!)

FIELDWORK REQUIREMENTS ▪ None (but papers will require some data collection and analysis).

CUNY POLICY ON ACADEMIC INTEGRITY ▪ Academic dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at: <<http://qcpages.qc.cuny.edu/provost/policies/index.html>>.

ADA STATEMENT ▪ Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Kiely 171; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens students contact: Pratik Patel, Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.); e-mail address: pratik_patel@qc.edu.

USE OF STUDENT WORK ▪ All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

ADDITIONAL INFORMATION ▪ This class has an online component, managed using CUNY's Blackboard server. The Blackboard site for this class will be used to distribute supplementary materials, important course-related announcements, and student grades; for you to hand in some of the assignments; and for you to engage in asynchronous discussions. To access the Blackboard server:

- If you already have a CUNY Portal ID, login at <<https://blackboard-doorway.cuny.edu>>.
- If you don't have a CUNY Portal ID, go to the CUNY Portal, <<http://www.cuny.edu>>, and get yourself registered.
- Check your Blackboard profile, to ensure that an email address that you check on a regular basis is the one that is listed. If you need to update your email address, go to <<http://esims.cuny.edu>> and make the changes there.
- If you have questions, you'll probably find answers at <<http://qcpages.qc.cuny.edu/edtech/BlackBoard/students.html>>.

BIBLIOGRAPHY

Some journals: *Bilingualism: Language and Cognition*; *International Journal of Bilingualism*

Some textbooks: Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Cambridge, MA: Harvard University Press. ▪ Hamers, J. F. & Blanc, M. H. A. (1989). *Bilinguality and bilingualism*. Cambridge, UK: Cambridge University Press. ▪ Hakuta, K. (1985). *Mirror of language: The debate on bilingualism*. New York, NY: Basic Books. ▪ Romaine, S. (1995). *Bilingualism*. Oxford, UK: Blackwell. ▪ Zentella, A. Z. (1997). *Growing up bilingual: Puerto Rican children in New York*. Oxford, UK: Blackwell.

Some professional organizations: National Association for Bilingual Education, <<http://www.nabe.org>>; Center for Applied Linguistics, <<http://www.cal.org>>; Linguistics Society of America, <<http://www.lsadc.org>>; see also NYS TESOL Links page, <http://www.nystesol.org/esl_links.html>