

**William Paterson University**  
**College of Education**  
**Department of Elementary and Early Childhood Education**  
*Preparing Inquiring Educators: Knowledge, Understanding, Application*

**CIED 2050:81 Foundations of Bilingual and Multicultural Education**

Fall 2018

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**Course Description:** This course will provide participants with the knowledge base necessary for understanding the philosophical, historical, political, legal, social and educational aspects of bilingual and multicultural education and how such knowledge influences teacher practices in Bilingual and ESL programs. Critical discussion of historical and current struggles for access to education in American history is central to this course. Another key focus of this course is learning about methods through which teachers can effectively explore and celebrate the diversity in language, culture, religion, gender, ability, and other areas inherent in American classrooms through engaging in culturally relevant instruction; incorporating meaningful, authentic assessment; and including multiple perspectives throughout the curriculum. New research in the areas of bilingual and multicultural education will be examined, and students will analyze and apply best practices based on this research.

**Pre-Requisites:** None

**Course Objectives:**

The teacher candidate will be able to:

1. Develop an understanding of the historical developments and current political issues that influence bilingual programs in the United States.
2. Understand purposes and applications of multicultural education in terms of the needs of diverse student populations.
3. Understand, analyze and evaluate the effects on students of bilingual education laws and legislation in the State of New Jersey and throughout the United States.

4. Explore, apply, and evaluate different school and classroom organizational models for English Language Learners.
5. Investigate the role of the teacher as an advocate, role model and professional resource for English Language Learners.
6. Examine and evaluate current research pertaining to the education of English Language Learners, including topics such as institutional racism; connections between education, oppression, and freedom of thought; examples of teachers working toward social justice through critical education; developing the multicultural curriculum; and others.
7. Observe, describe, and practice engaging in best practices in the bilingual classroom, keeping in mind the notion that through differentiated instruction, fair and effective education can be provided for bilingual students in American classrooms.

**Required Text:**

**All readings will be posted online in Bb or can be found online by copy and pasting link from syllabus.**

**Expectations**

Everyone in the class is expected to complete all readings, answer journal questions and hand in all assignments on the due date. It is expected that all students enrolled in this class have regular reliable internet access. This may be through your home or through the computers available on campus. Please know that “my internet connection was down” or “my computer was having problems” are not acceptable excuses for late or missed assignments. If you are in a situation where it will be difficult for you to access the internet it is best that you drop the class. I advise you to think of a back up plan now in case you do have technical troubles. If you are having technical troubles or troubles with blackboard please use the student support tab on BB or contact the Help Desk: [help@wpunj.edu](mailto:help@wpunj.edu) or 973.720.help.

**Participation**

Participation in weekly online discussion will be 40% of your grade for the semester. Discussion questions will be posted on Tuesday, with ensuing conversations on the discussion board due the following Monday. As you have a week to read the assignments and add your posts, late submissions will not be accepted. I will check your responses and add to the discussion. I may choose to close the DB after the due date. Each student will be evaluated on their responses to the question and to other students’ postings, on a scale of 1 to 4 (see scale below). I expect that there will be disagreements, but as future teachers, I also expect that disagreements will be handled in a respectful tone. Disrespectful posts or responses will be deleted and will receive 1 points for that discussion post.

### Participation Point Scale \*\*

<b>4 points</b>	Post shows an <b>on-time</b> thoughtful response with reference to resources (such as the text, an article, website, or video). Post is thought provoking for other students starting a discussion with an insightful comment or direct question. Posts to others show the same qualities
<b>3 points</b>	Post shows a thoughtful response with reference to resources and respectfully responds to others either referencing other's points in the discussion or resources.
<b>2 point</b>	Post does not show thoughtful response or reference to resources and responses to other posts are cursory, for example "good point" or "I disagree"
<b>1 points</b>	Post and/or responses to other posts are disrespectful or not completed

#### Timeliness

The discussion board responses to questions posted on Tuesday will be graded by the following Monday. Read your peer's comments and add your suggestions and insights accordingly. Major course assignments' due dates are posted in the syllabus. Both assignments and discussion board postings are due on the date noted. They are due on the given date by 12:00 AM. *This may change as the semester progresses.*

More information about the Case Study, Philosophy Statement and Lesson Plan will be forthcoming. Check the Course Materials tab so you can begin preparing for the assignments.

\*\*The professor of this course reserves the right to make changes on dates and exceptions for students in extraordinary circumstances, it will be up to the professor's judgment to make exceptions.\*\*

#### **Major course assignments**

##### **There are four major parts to your grade in this course**

Discussion Board and Journal Responses	40%
Bilingual Education Philosophy	20%
Case Study of ELL	20%
Sheltered Instruction Lesson Plan	20%

Assignments (other than the journal and participation components) are expected to be turned in via the professor's directions. All assignments should be in MS word format and submitted via the professor's directions.

**You will also conduct an interview with a person who has been or continues to be an ELL. You need to identify this person rather quickly so that you can begin to interview and collect information relevant to this persons experience while learning a second language.**

You will also be asked to read articles or journal entries and/or view videos. You will post reflections or responses as needed.

### **Communication/ What you can expect from me**

During the week I will check our site on a timely basis, and respond to posts and questions in the discussion boards. I will read all of your posts, and your journals, but this does not mean that I will respond directly to each one. I will often respond to several student posts in one thread. I will rate each post and keep a record of these grades. I also keep a paper roster. I will let you know via email if a post is inappropriate or if your posts are not meeting expectations. The best way to contact me is through email; I will respond as soon as possible, and within 24 hours.

### **Navigating the Course Shell**

#### **Announcements**

I will post weekly announcements pertaining to the week's assignment in this section.

#### **Syllabus**

The syllabus will be posted here in full form. The syllabus will have all information about grading policies, course expectations, and assignments. **It is a working document, meaning that I reserve the right to change aspects of the syllabus, such as due dates or topics.** If there is any change all students will be notified through the class announcements.

#### **Assignments**

All major assignments are included in the class syllabus, but assignment reminders and links to any materials or activities will be found here on a weekly basis. This is the area you should go to each week to make sure you know the tasks for the week.

#### **Course Materials**

This area holds any extra materials such as articles which you will be asked to read and post responses. You will also find the information needed for the Bilingual Education Philosophy, ELL Interview and your Final Assignment.

#### **Discussion Boards**

Assignment tasks will be posted here on a weekly basis.  
You will use this to discuss readings or other material with your peers.

### **Suggestons for Success in this Course**

The fantastic thing about taking an online course is that you will be able to learn and interact with others learning about the same thing all on your own schedule. Having said that,

there are some students who find an online class foreign and difficult to keep up with. Here are my suggestions for success:

1. *Set yourself a schedule* You know the due dates for assignments and you know your schedule. Plan regular times that you will log on and for when you will do the independent work. Just as you would if we met as a class, pick certain times and days that will work for you. You will have three major assignments due this semester. Familiarize yourself with the requirements early so you can start planning them early.
2. *ASK QUESTIONS.* If you have a question about the material or an assignment please feel free to email me. I will respond as quickly as possible and within 24 hours at the most. I do not keep late hours so I will not be reading mail after 10 PM.
3. *Plan to log on even when you are not posting.* As you set your schedule be sure to schedule times to read and respond to others insights. This also will give you time to reflect upon a point and respond accordingly. I follow the discussion board posts very carefully as they are 30% of your grade.
4. Because this is an on-line course, it should not cause any disruption for you. When William Patterson is closed you will still have an assignment for that week. I will make accommodations for Thanksgiving, by alerting you to assignments due. **YOU WILL BE ABLE TO PLAN ACCORDINGLY FOR IT.**

## Tentative Course Schedule

*\*\* This is a tentative schedule of the readings and assignments for the course. I will check daily for postings. Please check the announcements for changes in the syllabus and for other assigned readings or activities\*\**

Week:	Task:	Due:
Day One (Discussion Due by by midnight)	<b>Review Syllabus</b> and Course Materials for future assignments. Purchase book.	<b><u>Discussion on Bb</u></b> <b>Tell me about yourself.</b> Write Self-Description
Day Two (Due by midnight)	Pedagogy of the Oppressed by Paulo Freire An Analysis <a href="https://communit.com/democracy-governance/content/pedagogy-oppressed-paulo-freire-analysis">Communit.com/democracy-governance/content/pedagogy-oppressed-paulo-freire-analysis</a>	<b><u>Discussion on Bb</u></b> <b>Visit the following link and provide your personal reflection</b>
Day Three (Due by midnight)	“Profoundly Multicultural Questions”-Sonia Nieto (article on Bb)	<b><u>Discussion on Bb</u></b>
Day Four (Due by midnight)	“The Power of the Bilingual Brain” (article on Bb)	<b><u>Discussion on Bb</u></b>
Day Five (Due by midnight)	<b>Assignment one: Bilingual/Multicultural Philosophy Paper</b>	<b>Due: Philosophy Paper due on Bb</b>
Day Six (Due by midnight)	“Aspects of Culture” (article on Bb)	<b><u>Discussion on Bb</u></b>
Day Seven (Due by midnight)	“Translanguaging” (article on Bb)	<b><u>Discussion on Bb</u></b>
Day Eight (Due by midnight)	Language Development (article on Bb)	<b><u>Discussion on Bb</u></b>
Day Nine (Due by midnight)	<b>Assignment 2: ELL Case Study</b>	<b>DUE: ELL CASE STUDY Due on Bb</b>
Day Ten (Due by midnight)	Sheltered Instruction (SI) (article on Bb)	<b><u>Discussion on Bb</u></b>
Day Eleven Day Twelve	<b>Read Aloud’s &amp; School Visit/Field Experience</b>  <b>Be prepared to visit a school this day on Monday 1-3pm. Location TBD</b>	
Day Thirteen (Due by midnight)	<b>Assignment 3: Sheltered Instruction Lesson Plan</b>	<b>DUE: Sheltered Instruction Lesson Plan</b>
Day Fourteen	<b>TBD</b>	<b>TBD</b>