Instructor Information
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Office hours: before or after class or by appointment

Module Information
Dates: June 2nd-July 23rd
Days: Tuesdays and Thursdays
Times: 8:30 am-11:30 am
On-Campus Location: Lake Shore Campus, Mundelein Center, Room 515
School-Site Location: King Arts Elementary School- 2424 Lake St. Evanston, IL 60201

Module Description
This module specifically focuses on bilingual education, schools, classrooms, and learners. Teacher candidates will learn about and engage with culturally and linguistically diverse students in bilingual settings—primarily ELLs who speak Spanish as their native language. A key emphasis of this module is building off of the cultural and linguistic resources that students bring to the classroom, as well as maintaining and utilizing students’ native language (L1). In order to accomplish these important building blocks of bilingual education, teacher candidates will learn about and engage with students’ parents, families, and communities. In this module, candidates will inquirer into and analyze the school’s approach to family and community involvement with a specific lens on L1 maintenance and bilingualism. Candidates will also engage with parents, families, and communities in order to inform the analysis of the school and classroom’s alignment to language use in homes and communities.

Module Goals
Essential Questions:
• What program models of bilingual education are commonly used in schools?
• How does a student’s native language (L1) support learning in a second language (L2)?
• What instructional methods and strategies should be used in bilingual classrooms to support L1 and L2 development?
• What principles and approaches should be used in schools and communities to support and promote L1 and L2 development?
• What are the instructional, leadership, and advocacy roles of bilingual teachers?

As a part of this module, candidates will understand that effective educators:

● Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
● Apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families.
● Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
● Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).

As a part of this module, candidates will:

● Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts. (b1E, b1H) (IB)
● Describe how English language proficiency standards build on second language acquisition and support instructional planning for language development. (b1H, c1A) (IB)
● Explain core principles and features of culturally responsive practice to meet the needs of diverse learners across general and specific classroom settings (e.g., bilingual, ESL, self-contained). (d1B) (IB)
● Explain how the social, cultural and historical context affects the expectations of students, utilizing ideas and principles related to social, cultural, linguistic, and economic capital. (c1C)
● Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (a1A, c1C) (IB)
● Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (h1H, h1l, i2D) (IB)
● Collaborate with a wide range of professionals and community members to provide an appropriate and equitable education for students. (h1H, h1l, h2J, i1F, i2F) (IB)
● Discern the most appropriate actions needed to serve the best interests of diverse students and families. (h1H, i2l)
● Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (a1A, a2A, b2E, b1E, c2J, e2E) (IB)
● Evaluate and support the social, emotional, cultural, linguistic and academic needs and backgrounds of children and families as they transition into American society. (h2G; i1F; i2I)

Dispositions

● Develop awareness that teaching is a complex practice with inherently political and ethical implications. (i1F)
● Ground advocacy efforts in ethical convictions that promote social justice and affect policy design and implementation. (i2I)
• Value diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J)
• Value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F)
• Recognize the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations.

**Grading Policy & Scale:**

Final grade is based upon completion of course requirements, as weighted above and following this scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
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<tr>
<td>90% - 92%</td>
<td>A-</td>
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<td>87% - 89%</td>
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<td>83% - 86%</td>
<td>B</td>
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<td>80% - 82%</td>
<td>B-</td>
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<td>77% - 79%</td>
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<td>73% - 76%</td>
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<td>70% - 72%</td>
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<td>67% - 69%</td>
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<td>63% - 66%</td>
<td>D</td>
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<td>60% - 62%</td>
<td>D-</td>
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<td>Below 60%</td>
<td>F</td>
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**Attendance:** teacher candidates must demonstrate the characteristics of good teaching. Being prompt to every module session and attending each session is important if you aim to become an effective educator.

- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible. Being late to module sessions by more than **10 minutes** will result in an absence.

**Coursework:** being prompt to turn in assignments is a responsibility all teacher candidates should take seriously. All work must reflect student effort as well as professionalism and should be turned in at the appropriate due date.

- Assignments are due on the dates listed on course syllabi.
- Late course work will not be accepted unless a prior arrangement was made with the instructor.
- Presentations and written assignments should follow the outline and format provided. Please raise any questions well enough in advance to allow enough time to complete the assignment according to the rubric provided.

**Cell Phones/Laptops**

- Students are required to silence their phones before the class begins. No texting or tweeting is allowed during class. If you are expecting an important call, please inform the instructor. Laptops are to be used for class work only. Checking emails and posting on Facebook are not permitted during class.

**Module Assignments**

- **Module Participation: 15 points**
  Candidates are expected to consistently and actively participate in all module session activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings;
candidates must come to class having read the assigned article, and having completed a reading reflection in their dialogue journal.

- **Reader Response/Dialogue Journal: 20 points**
  Candidates will complete bi-weekly reflections on their clinical experiences and readings in the form of a dialogue journal to be shared with the instructor on a weekly basis.

- **Reading Facilitation: 5 points**
  Teacher candidates will present a summary of a selected reading in an engaging power point presentation with two discussion questions and an activity.

**Summative Assessment Assignments**

- **Community Profile: 20 points**
  Explore the community of the school we are visiting and analyze the linguistic and cultural funds of knowledge and resources in and around the community. Grounded in the sociolinguistic tradition, the profile will share how community members use language and literacy at homes and in the community. Provide an introduction to the community, findings related to how the members of the community use language and literacy at homes and in the community, and recommendations for how these linguistic assets could be utilized in formal educational settings. Rubric will be provided.

- **Interview Profile: 20 points**
  Interview a teacher who provides ESL, Bilingual or Dual Language instruction. Provide a detailed summary of your interview. Questions will be developed in collaboration during class. Rubric will be provided.

- **Recommendations for Language Teaching and Learning Presentation: 20 points**
  Discuss how the cultural and linguistic assets and resources of the community could be built upon and infused into the school and classroom. Describe how you would plan to implement your findings to advocate for EL/bilingual students and families. Explore and analyze the school-based language environment and programs. Recommendations will include findings to improve language teaching and learning in that specific community – both continuing the positive aspects of language teaching and learning that exist and suggestions for changing or adding other aspects and practices. Analyze the linguistic environment and language teaching and learning. Share the approaches to teaching language, including programs, curriculum, instruction, and assessment, as well as parent and family involvement.

**Module Text**


**Additional Readings**

School of Education Policies and Information

Conceptual Framework Standards
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

The following Conceptual Framework Standard is specifically addressed in this course:

CF1-Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF4-Candidates demonstrate skills that will enable them to work effectively with diverse clients.

Crucial to bilingual education, candidates must: (a) recognize the cultural and linguistic assets of families, homes, and communities, (b) critically evaluate classroom and school practices for culture and language, and (c) propose solutions to align language use inside and outside of school in order to build upon and value students’ funds of knowledge.

IDEA Objectives
To facilitate the process for online course evaluations, the following 5 objectives are considered essential and important for this course:

  [http://edfs200ell.pbworks.com/w/file/fetch/54560862/Cummins%20Embracing%20ELs.pdf](http://edfs200ell.pbworks.com/w/file/fetch/54560862/Cummins%20Embracing%20ELs.pdf)
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Developing a clearer understanding of, and commitment to, personal values

Dispositions
Each course in the School of Education focuses on one or more professional dispositions. In this course students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn.

Technology
To complete the policy and practice analysis for this course, candidates will regularly engage with technology. Teacher candidates will (1) seek out information on the internet and in databases about various policies, programs, and contexts, (2) use software to organize and analyze data for the case study, and (3) observe various uses of technology in classroom rounds.

Diversity
By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any
other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago’s Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

Segment 1
- Teacher candidates reflect upon their own cultural and linguistic background, with an emphasis on language development, acquisition, and learning. Those reflections serve as springboards to access prior knowledge and build background related to pertinent theories and principles of first language development and second language acquisition.

Segment 2
- Teacher candidates, partnering with community members near the school site (e.g., community centers, parent volunteers, restaurants, libraries, and other public locations), explore the use of language external to the formal school setting.
- Teacher candidates, using the information and observations gleaned in fieldwork outside of the school setting, explore pertinent facets of language and linguistics, including language structures, functions, varieties, and patterns.
- Teacher candidates, using the *funds of knowledge* lens, highlight the cultural and linguistic strengths and resources that students bring to the classroom from their unique homes and communities.

Segment 3
- Teacher candidates, in partnership with an expert bilingual teacher, explore, plan, and practice the methods and strategies of bilingual instruction in bilingual classrooms.
- Teacher candidates observe and analyze language use in the bilingual classroom, noting the various uses, purposes, and values placed on both L1 and L2.
- Teacher candidates observe and analyze language use in the school, noting the various uses, purposes, and values placed on both L1 and L2.
- Teacher candidates interview a bilingual teacher, mentor or another non-classroom teacher at the school site (e.g., special education teacher, school administrator) to inquire into language use at classroom and school level, as well as inquire into advocacy roles for bilingual students, programs, and practices.

Segment 4
- Teacher candidates connect the observations and experiences of language use inside and outside of school to complete the summative assessment (see below).
- *Teacher candidates, working with the bilingual teacher mentor, use the findings from the community and interview profile to plan and implement a lesson that incorporates students’ cultural and linguistic funds of knowledge.*
• Teacher candidates share findings from the community and interview profile, as well as the corresponding classroom lesson, with peers and colleagues.
• Teacher candidates reflect upon the role of the bilingual teacher as an instructional leader and advocate for bilingual students, families, and communities.

TLSC 240 Summative Assessment Presentation
Central to this class is the exploration of multiple facets of language learning, education, and practice, specifically focusing on the language and linguistics that exists in homes and communities and the alignment (or lack of alignment) between those language and linguistic practices and those that occur in classrooms and schools. The first portion will focus on the community profile, they will utilize qualitative research methods to research and explore how community members use language and literacy at homes and in the community and then study and analyze language, linguistic patterns, language varieties, and linguistic funds of knowledge and resources. The second portion will focus on the interview profile; participants will explore and analyze the school-based language environment and programs. The final portion of the larger assignment will include an overall evaluation of the alignment of language and linguistics between the community, families, and school and candidates will share findings and recommendations to improve language teaching and learning in that specific community.

Assessment Details:
• **Community Language Profile:** Provide an introduction to the community, findings related to how the members of the community use language and literacy at homes and in the community, and recommendations for how these linguistic assets could be utilized in formal educational settings.
• **Interview Profile:** Interview a teacher who provides ESL, Bilingual or Dual Language support at the school we are visiting. Provide a detailed summary of your interview. Questions will be developed in class.
• **Recommendations for Language Teaching and Learning:** Discuss how the linguistic assets and resources of the community and the interview profile could be built upon and infused into the school and classrooms. Describe how you would plan to share your findings with the school to advocate for EL students and families. Analyze the linguistic environment and language teaching and learning. Share the approaches to teaching language, including programs, curriculum, instruction, and assessment, as well as parent and family involvement.
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<tr>
<th>Criteria</th>
<th>Mastering</th>
<th>Developing</th>
<th>Beginning</th>
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<tr>
<td><strong>Community Language Profile</strong> TESOL 1.b.4. TESOL 2.d.</td>
<td>Candidate investigates language use and communicative patterns in one community, including sociocultural, psychological, and political facets. Candidate thoroughly analyzes and thickly describes community language use.</td>
<td>Candidate observes the sociocultural, psychological, and political facets of language use and communication in one community. Candidate analyzes and describes community language use.</td>
<td>Candidate demonstrates awareness of the sociocultural, psychological, and political variables within a community.</td>
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<td><strong>School Language Profile</strong> TESOL 1.b.5. TESOL 5.a.3.</td>
<td>Candidate designs and conducts classroom research. Candidate provides thorough description and critical analysis of the school’s learning environment and language instruction.</td>
<td>Candidate conducts school and classroom research. Candidate provides description and analysis of the school’s learning environment and language instruction.</td>
<td>Candidate demonstrates familiarity with the basics of classroom research. Candidate provides description of the school’s learning environment and language instruction.</td>
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<tr>
<td><strong>Language</strong> TESOL 1.a.1. TESOL 1.a.3.</td>
<td>Candidate thoroughly uses a variety of examples of rhetorical and discourse structures and conventions from the data to identify similarities and differences between community and school language use.</td>
<td>Candidate adequately uses examples of rhetorical and discourse structures and conventions to identify similarities and differences between community and school language use.</td>
<td>Candidate demonstrates awareness of rhetorical and discourse structures and conventions of language.</td>
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<tr>
<td><strong>Linguistics</strong> TESOL 1.a.1. TESOL 1.a.2.</td>
<td>Candidate clearly describes and applies the components and elements of language to recognize the similarities and differences between community and school language use.</td>
<td>Candidate describes the components and elements of language to recognize the similarities and differences between community and school language use.</td>
<td>Candidate demonstrates understanding of the components and elements of language (i.e., phonology, morphology, syntax, semantics, pragmatics).</td>
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<td><strong>Community Suggestions</strong> TESOL 5.b.6.</td>
<td>Candidate makes suggestions to create empowering circumstances and environments for ELs and families and engage with community members and policymakers on issues affecting ELs.</td>
<td>Candidate makes suggestions to provide ELs and families with information, support, and assistance to fully access the resources of community and school language education.</td>
<td>Candidate makes suggestions that demonstrate familiarity with community language education and other resources available to EL students and families.</td>
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| **School Suggestions**  
| TESOL 5.b.5. | Candidate advocates for ELs and families by making aligned, appropriate, and comprehensive suggestions to improve the school’s learning environment and language instruction. | Candidate advocates for ELs and families by making aligned and appropriate suggestions to improve the school’s learning environment and language instruction. | Candidate makes suggestions that demonstrate an understanding of the importance of advocacy for EL students and families. |
| **Collaborative Solutions**  
| TESOL 5.b.3.  
| TESOL 5.b.5.  
| TESOL 5.b.7. | Candidate makes suggestions and describes his or her leadership role in collaboration with general and specialist school staff to improve school practice with ELs and families. | Candidate makes suggestions for collaboration with general and specialist school staff to improve school practice with ELs and families. | Candidate makes suggestions that demonstrate the importance of establishing collaborative relationships among school personnel. |