



**SYLLABUS**  
**Queens College/CUNY**  
**Education Unit**

Spring 2007  
LCD 206: BILINGUALISM  
Tuesdays & Thursdays 3:05-4:20 pm, Kissena Hall 340

Instructor: Kate Menken  
Office: Kissena Hall 349  
Phone: (718) 997-2878 or (212) 817-8498 (please note that e-mail is the best way to reach me)  
Email: [kmenken@qc.cuny.edu](mailto:kmenken@qc.cuny.edu) or [kmenken@gc.cuny.edu](mailto:kmenken@gc.cuny.edu)  
Office hours: Tuesdays 4:25-5:40 pm and by appointment

**COURSE DESCRIPTION**

3 hr.; 3 cr. Prereq.: LCD 101 or 105. Psychological, social, and educational aspects of bilingualism. There are several writing assignments in this course.

**Conceptual Framework: Queens College Principles for Educator Preparation (QC-7)**

This course is being offered by the B.A. in Applied Linguistics: TESOL program of the Linguistics and Communication Disorders Department, 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 development/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**

Goals/Objectives	Standards/Principles
To explore the social and psychological aspects of bilingualism.	QCP 1, 2, 3, 4, 5; SPA 1a, 1b, 2a, 2b; NYSESL 1, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10.
To promote an understanding of individual and societal bilingualism.	QCP 1, 2, 3, 4, 5; SPA 2a, 2b; NYSESL 1, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10.
To gain an understanding of language policy, legislation, and sociopolitical aspects of bilingual education.	QCP 3, 4, 6; SPA 3a; NYSESL 1, 3, 4, 5; NYSTE i, iii, iv, v, vii, ix, xii; INTASC 1, 3, 4, 5, 7, 8, 9, 10.
To examine the theoretical foundation upon which bilingual education programs, pedagogy, and practices are based.	QCP 1, 2, 3, 4, 5, 6; SPA 1a, 2a, 2b, 3a, 3b, 5b; NYSESL 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4.

## REQUIRED PURCHASES: TEXTBOOK AND ARTICLES

Baker, Colin (2006). *Foundations of Bilingual Education and Bilingualism*. 4<sup>th</sup> Edition. Clevedon, England: Multilingual Matters.

All other articles and materials are available on CUNY's Blackboard server. 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>>.

## WEEKLY TENTATIVE SCHEDULE

Week	Dates	Topic	Reading/Assignments	Principles and Standards
1	1/30/07 & 2/1/07	Introduction: Overview of Individual and Societal Bilingualism and Bilingual Education	Baker, Chapter 1  <u>For Use in Class:</u> Anzaldúa, G. (1987). <i>Borderlands. La frontera</i> . San Francisco: Aunt Lute Books; Samway, K. & McKeon, D. (1999). <i>Myths and realities: Best practices for language minority students</i> . Chapters 1 & 2, pp. 1-11. Portsmouth, NH: Heinemann	SPA 2a; QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; NYSESL 1, 3, 4, 5.
2	2/6/07 & 2/8/07	Societal Bilingualism	**Double Entry Journal 1 due 2/6/07  Baker, Chapter 4  Spolsky, B. (1998). Bilinguals and Bilingualism. <i>Sociolinguistics</i> , Chapter 5, pp. 44-50.	SPA 1b, 2a; QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; NYSESL 1, 3, 4, 5.
3	2/13/07	The Development of Bilingualism	**Double-Entry Journal 2 due 2/13/07  Baker, Chapter 5  García, O. (1997): Bilingual education. In Coulmas, F. (Ed.), <i>The Handbook of Sociolinguistics</i> , Oxford: Blackwell, 405-420.	SPA 1b, 2a, 5b; QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; NYSESL 1, 3, 4, 5.
<b>2/15/07 – No Class – QC follows Monday Schedule</b>				

Week	Dates	Topic	Reading/Assignments	Principles and Standards
4	2/20/07 & 2/22/07	Language Shift, Revival, & Death: Why save a threatened language?	**Double-Entry Journal 3 Due 2/20/07 – Journals 1-3 will be collected  Baker, Chapter 3  McCarty, T. (2003). Revitalising indigenous languages in homogenising times. <i>Comparative Education</i> , 39 (2): 147-163.	SPA 2a; QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; NYSESL 1, 3, 4, 5.
5	2/27/07 & 3/1/07	Bilingual Education Theory	Baker, Chapter 8  Krashen, S. & McField, G. (2005). What works? Reviewing the latest evidence on bilingual education. <i>Language Learner</i> , Nov/Dec.  <u>For Use in Class:</u> Krashen, S. Bilingual Education Accelerates English Language Development.	SPA 2a, 2b; QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; NYSESL 1, 3, 4, 5
6	3/6/07 & 3/8/07	The History of U.S. Language Policy & Bilingual Education	**Double-Entry Journal 4 Due 3/6/07  Baker, Chapter 9  Menken, K. (2006). Historical Overview of Policies for English Language Learners. In R. Freeman & E. Hamayan (Eds.), <i>English Language Learners at school: A Guide for Administrators</i> . Philadelphia, PA: Caslon Publishing.	SPA 2a, 2b; QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; NYSESL 1, 3, 4, 5.
7	3/13/07 & 3/15/07	Current Language Policy in the U.S. & <i>No Child Left Behind</i>	Menken, K. (in press). High-Stakes Testing Effects. In J. González (Ed.), <i>Encyclopedia of Bilingual Education</i> . Thousand Oaks, CA: SAGE Publications.  Evans, B. & Hornberger, N. (2005). No child left behind: Repealing and unpeeling federal language education policy in the United States. <i>Language Policy</i> , 4: pp. 87–106.	SPA 2a, 2b; QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; NYSESL 1, 3, 4, 5.

Week	Dates	Topic	Reading/Assignments	Principles and Standards
8	3/20/07	Mid-Term Exam		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.
	3/22/07	Discussion of Final Research Paper & Exam		
9	3/27/07	Library Visit		SPA 1a, 2a, 5b. QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv,; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10. NYSESL 1, 3, 4, 5
	3/29/07	Psycholinguistics & Cognition	Baker, Chapter 7	
<b>4/2/07 – 4/10/07 No Class – Spring Recess</b>				
<b>4/12/07 – No Class – AERA Conference – Alternative arrangements will be made</b>				
10	4/17/07 & 4/19/07	Acquisition of Bilingualism and Bilitracy	**Final Paper Outline Due 4/17/07  Baker, Chapter 11  Lindholm-Leary, K. (2000). <i>Biliteracy for a global society: An idea book on dual language education</i> , pp. 15-38 (start with “Dual Language Education Programs”). Washington, DC: NCBE.	SPA 2a, 2b, 5b; QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; NYSESL 1, 3, 4, 5.
	4/24/07	Guest Speaker: Laura Ascenzi-Moreno, Cypress Hills Community School – Dual Language	**Special Journal 5 Entry: Based on the readings for Week 10, prepare at least one question about dual language education to ask the guest speaker	
	4/26/07	Research on Program Effectiveness	**Double-Entry Journal 6 Due 4/26/07, Journals 3-6 collected  Baker, Chapter 12	SPA 2a, 2b; QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; NYSESL 1, 3, 4, 5.

Week	Dates	Topic	Reading/Assignments	Principles and Standards
12	5/1/07 & 5/3/07	Bilingualism and Bilingual Education: Ideology & Identity	Baker, Chapter 18  <i>For Use in Class:</i> Brisk, M. (1998). <i>Bilingual education: From compensatory to quality schooling</i> . Chapter 5, "Creating Quality Instruction," pp. 129-159. Mahwah, NJ: Lawrence Erlbaum Associates.	SPA 1a, 2a, 5b; QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; NYSESL 1, 3, 4, 5.
13	5/8/07 & 5/10/07	Presentations of Final Papers		QCP 1, 2, 3, 4, 5, 7; NYS i, ii, iii, iv, v, VI, vii, ix, xii;
14	5/15/07 & 5/17/07	**Final Papers Due 5/15/07  Presentations of Final Papers		INTASC 1, 3, 5, 6, 7, 8, 9, 10; SPA 1a, 1b, 2a, 2b, 3a; ESL 1, 2, 3, 4, 5.
15	Finals Week			

### ASSIGNMENTS, DUE DATES AND GRADING PLAN

Students will be graded on the following criteria, which are the key components of this course:

- Class Participation & Attendance: 25%
- Double-Entry Journal: 30%
- Mid-Term Exam: 10%
- Final Research Project: 35% total  
Final Paper: 25%, Outline: 5%, Class Presentation of Final Research Project: 5%

*Class Participation & Attendance.* Students are required to actively participate in whole-class and small group discussions, building on course readings. Evidence of preparation (readings) and willingness to participate in discussions are part of your final grade. Attending class sessions is very important. If you are unable to fulfill the attendance requirement, please discuss it with me (25% of final grade).

*Double-Entry Journal.* Journal entries will allow for reflection on each week's readings for the course. This process requires students to copy a quotation from one reading assigned for that week, and then write about why the particular passage is significant, what it means, and what it makes you think about, using descriptive language and drawing from personal experience. In the journals you are to show you have read all assigned readings and how you have understood them. Double-entry journals are 1-2 pages long, and should be written on computer in 12-point font, and they are brought to class to be shared. Remember to copy the quotation into your journal entry, and to cite the author, year of publication, and page number (for example: Baker (2006): p. 48). Points are deducted for late journals. **Entries are due:** 2/6/07, 2/13/07, 2/20/07, 3/6/07, 4/24/07, and 4/26/07 (30% of final grade).

*Mid-Term Exam.* You will take an in-class mid-term exam covering key concepts in the course, which will be one-hour long. The test question format combines short and long answer questions. In

advance, you will receive a study guide to use in preparation for the exam. The exam will be on 3/20/07 (10% of final grade).

*Final Research Paper.* Students are required to select a topic of interest for the final paper that is related to psychological, social, and educational aspects of bilingualism and bilingual education. The components of the paper are: introduction, review of relevant research, discussion, and conclusion. A minimum of 7 sources must be cited with at least 4 course readings and 3 outside readings cited. The paper is 7-8 pages in length, and typed on computer double-spaced using a 12-point font. Papers longer than 8 pages will not be accepted, and late papers will be penalized. You will receive detailed instructions. **Your topic must be selected and a brief outline submitted on 4/17/07. Final Papers are due 5/15/07. Students will provide a brief oral presentation about their projects Week 13 and Week 14** (Outline = 5% of final grade; Paper = 25% of final grade; Presentation = 5% of Final Grade).

## **FIELDWORK REQUIREMENTS**

There are no fieldwork requirements for this course.

## **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](mailto: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 which requires checking e-mail regularly for announcements and information, and also involves CUNY's Blackboard server. See the section above called "Required Purchases" for information on how to access Blackboard.

## **RECENT BIBLIOGRAPHY**

August, D. & Hakuta, K.(Eds.). (1998). *Educating Language Minority Children*, pp. 11-19. Washington, DC: National Academy Press.

Baker, Colin (2006). *Foundations of Bilingual Education and Bilingualism*. 4<sup>th</sup> Edition. Clevedon, England: Multilingual Matters.

- Brisk, M. (2005). *Bilingual education: From compensatory to quality schooling*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Corson, D. (1999). *Language policy in schools: A resource for teachers and administrators*. New Jersey: Lawrence Erlbaum Associates.
- Crawford, J. (1999). *Bilingual education: History, politics, theory, and practice*. Los Angeles: Bilingual Education Services.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, Avon: Multilingual Matters.
- Evans, B. & Hornberger, N. (2005). No child left behind: Repealing and unpeeling federal language education policy in the United States. *Language Policy*, 4: pp. 87–106.
- Fishman, J. (Ed.). (2001). *Can threatened languages be saved?* Clevedon, England: Multilingual Matters.
- Freeman, R. & Hamayan, E. (Eds.). (2005). *English Language Learners at school: A Guide for Administrators*. Philadelphia, PA: Caslon Publishing.
- García, O., Skutnabb-Kangas, T., & Torres-Guzmán, M. (Eds.). (2006). *Imagining multilingual schools: Languages in education and globalization*. Clevedon, Avon: Multilingual Matters.
- González, J. (Ed.) (In press). *Encyclopedia of Bilingual Education*. Thousand Oaks, CA: SAGE Publications.
- Krashen, S. & McField, G. (2005). What works? Reviewing the latest evidence on bilingual education. *Language Learner*, Nov/Dec.
- Krashen, S. (unpublished). Bilingual Education Accelerates English Language Development.
- Lindholm-Leary, K. (2000). *Biliteracy for a global society: An idea book on dual language education*. Washington, DC: National Clearinghouse for Bilingual Education.
- McCarty, T. (2003). Revitalising indigenous languages in homogenising times. *Comparative Education*, 39 (2): 147-163.
- Menken, K. (2006, Summer). Teaching to the test: How standardized testing promoted by the No Child Left Behind Act impacts language policy, curriculum, and instruction for English language learners. *Bilingual Research Journal*, Summer 2006.
- Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ricento, T. (Ed.). (2006). *An introduction to language policy: Theory and method*. Malden, MA: Blackwell Publishing.
- Samway, K. & McKeon, D. (1999). *Myths and realities: Best practices for language minority students*. Chapters 1 & 2, pp. 1-11. Portsmouth, NH: Heinemann.
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. London: Routledge.
- Spolsky, B. (1998). *Sociolinguistics*. Oxford: Oxford University Press.
- Spolsky, B. (2004). *Language policy*. Cambridge: Cambridge University Press.
- Tollefson, J., & Tsui, A. (Eds.). (2004). Medium of instruction policies: Which agenda? Whose agenda? (pp. 71-96). Mahwah, NJ: Lawrence Erlbaum Associates.
- Wiley, T. & Wright, W. (2004, January/March). Against the undertow: Language-minority education policy and politics in the “age of accountability.” *Educational Policy*, 18(1): 142-168.

## WEBSITES

All of the websites listed below, along with other information, can be found on my website:

<http://web.gc.cuny.edu/Linguistics/people/menken/index.html>

American Association for Applied Linguistics (professional association) <http://www.aal.org/>

Center for Applied Linguistics <http://www.cal.org>

Consortium for Language Policy and Planning <http://ccat.sas.upenn.edu/plc/clpp/>

Institute for Language Education Policy <http://www.elladvocates.org/>

Jim Crawford's Language Policy Website:

<http://ourworld.compuserve.com/homepages/JWCRAWFORD/>

Language Policy Research Center <http://www.biu.ac.il/hu/lprc/>

Language Policy Research Unit, Arizona State University <http://www.language-policy.org/blog/>

Linguist List, Eastern Michigan University & Wayne State University <http://www.linguistlist.org/>

National Association for Bilingual Education (professional association) <http://www.nabe.org>

National Clearinghouse for English Language Acquisition & Language Education Instructional Programs <http://www.ncela.gwu.edu>

Southwest Educational Development Laboratory <http://www.sedl.org>

Teachers of English to Speakers of Other Languages (professional association)

<http://www.tesol.org>

University of California Linguistic Minority Research Institute (UC LMRI)

<http://lmrinet.gse.ucsb.edu>

ERIC Clearinghouse on Languages and Linguistics <http://www.cal.org/ericcll>

### **Where I Work**

Research Institute for the Study of Language in an Urban Society, City University of New York

Graduate Center <http://web.gc.cuny.edu/Linguistics/rislus/index.htm>

My Site at RISLUS <http://web.gc.cuny.edu/linguistics/rislus/People/People.html#kate>

Queens College Department of Linguistics & TESOL Program

<http://qcpages.qc.edu/LCD/index.html>