

LaGuardia Community College, City University of New York
Department of Education and Language Acquisition
ELN 101: Introduction to Bilingualism
Semester xxx

Instructor: xxx
Class meeting: xxx
Office Hours: xxx
Email: instructor's_email@lagcc.cuny.edu

- As an **urban studies** course, ELN 101 uses the city as a learning laboratory and includes two out-of-classroom learning experiences.
- As a **writing intensive** course, ELN 101 requires weekly writing assignments, at least one of which will include an urban theme.
- As an **e-portfolio** course, ELN 101 demonstrates students' learning through the placement of their work in individual portfolios.

Goals and Objectives:

Catalog Course Description:

This course provides a general introduction to bilingualism, with an intersection of topics and concepts from linguistics, sociology, anthropology, psychology and education. It considers social, political, and psycholinguistic aspects of bilingualism and is designed for students interested in gaining a deeper understanding of the linguistic and cultural diversity in the US society. Experiential learning constitutes a significant part of the course.

Learning Objectives:

- (1) To introduce students to the issues of linguistic diversity in the US, including the history of bilingualism in the US and language rights and law in the US;
- (2) To enable students to analyze issues of culture, language maintenance, and language shift as they affect multilingual populations residing in the United States;
- (3) To promote an understanding of individual and societal bilingualism in the US;
- (4) To explore political, social, educational and moral questions and issues that relate to language diversity in the US, and take position;
- (5) To introduce models of bilingual education and bilingual instruction in the United States.

Note. The course bears 3 credits that count as Flexible Core of the CUNY's new general education curriculum, Pathways. This course fulfills LaGuardia's Urban Study graduation requirement.

Flexible Core Objectives: U.S. Experience in its Diversity

- By completing a staged research project which focuses on the dimensions and controversy surrounding bilingualism and bilingual education in the US, students will gather, interpret, and assess information from a variety of sources and points of view, including what they read, heard, and/or experienced personally.
- By completing a research assignment on the benefits and drawbacks of bilingualism and a research assignment on the models of bilingual education, students will critically evaluate evidence and arguments raised in support and against bilingualism and bilingual education.
- By completing all four components of the staged research project, students will produce well-reasoned written arguments using evidence to support their conclusions about the basic issues

related to bilingualism in the US.

- By completing reading and written assignments in this course, students will identify and apply the fundamental concepts and methods of applied linguistics and education to explore the U.S. experience of bilingualism in its diversity.
- By engaging in reflective writing and interacting with New York City bilinguals and bilingual educators, students will analyze and explain the following major themes of US history from more than one informed perspective: bilingualism and bilingual education.
- By considering psychological, social, and political factors of bilingualism, including past and present legislation, students will evaluate how immigration and linguistic diversity have shaped the development of the United States.

Pre-requisites: CSE099, ENA/ENG/ESA099/ENC101

Required Text:

- Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, MA: Wiley–Blackwell.

Other readings or handouts will be distributed or posted on Blackboard.

Note. To help students save money in their textbook purchases, CUNY has created a web page called "How to Save Money on Textbooks." This resource provides links to websites that sell discounted new and used books, eBooks, open source materials, and rental options. The web page can be found at: <http://www.cuny.edu/about/resources/student/textbook-savings.html>.

Course Components:

Weekly reading and writing assignments: Due almost every week at the start of class is a brief writing assignment, no more than a page in length. In your writing, be specific, refer to the text, and give examples. There will also be informal class presentations on the readings and quizzes.

Research project: The staged research project on the dimensions and controversy surrounding bilingualism and bilingual education in the US will give you the opportunity to develop your critical thinking, academic research, and writing skills as you work through the various phases of this inquiry-based assignment, from the initial idea-generating phase to the final written report and reflection on the findings.

Writing conference: Each student must hold a conference with me to discuss the writing completed in this course. The conference must take place in person.

Blackboard: I will post course documents, readings, and handouts on Blackboard and send emails out via the Blackboard platform. Be sure to check Blackboard and your **LaGuardia email account** regularly.

Course portfolio: During the semester, students will maintain a course portfolio to document and demonstrate their learning this semester. The portfolio, consisting of designated writing assignments (e.g., research project), will be evaluated at the end of the semester. Students will also submit one assignment in the college assessment environment under critical literacy.

Grades: The various course components will be weighted in the following manner to determine each student's course grade:

- Staged research project:
45%

- Research Paper #1 *Being Bilingual in the US: An Asset or a Liability?* (15%)
- Research Paper #2 *US Models of Bilingual Education* (15%)
- Research Paper #3 *Case Study: Interview with a Bilingual* (15%)
- E-portfolio (with Reflection) 15%
- Quizzes & written lab assignments 10%
- Oral presentations and participation 10%
- Final exam 20%

Total points earned (final average) will determine the grade received for the course, as follows:

Total Points	Final Grade	Total Points	Final Grade
95-100	A	77-79	C+
90-94	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	60-69	D
80-82	B-	0-59	F

Grading System for Research Papers:

Your written work will be evaluated according to the following criteria:

1. Accurate understanding of the concepts and fulfillment of the assignment

The paper is a thoughtful and insightful response to the task. It effectively integrates a critical discussion of ideas in the course and relevant elements of the writer's reading and experience. The paper demonstrates an understanding of the main concepts in the field of bilingualism and bilingual education.

2. Analysis and development

Statements and opinions are supported by relevant evidence. The scope of ideas, arguments, and guiding questions demonstrates both intellectual involvement and a recognition that the topic extends beyond one individual's personal experience.

3. Organization and coherence

The principles of organization, such as introduction, conclusion, transitions, topic sentences, are incorporated effectively. There is an easy-to-follow progression of thought from sentence to sentence, idea to idea and paragraph to paragraph, with no gaps in logic or needed information. Paragraphs have appropriate length.

4. Awareness of audience and use of appropriate tone.

The paper gives the reader necessary context or background information to help him/her follow the ideas and the discussion.

5. Overall clarity of language

The paper demonstrates competence in sentence construction, sentence variety, and word choice as well as correct usage, grammar, and mechanics. The essay has been proofread carefully so that errors do not interfere with the essay's clarity.

Policy on Assigning the Grade of Incomplete: As stated in the college catalog, "[t]he Incomplete grade **IN** is intended for situations which arise that are beyond the student's control. It is reserved for a student in good academic standing (maintaining a passing GPA) and for whom there is reasonable expectation of satisfactory course completion – defined as both satisfactory attendance in the class and having not completed at most two major assignments or examinations by the end of the course" (p. 195).

Academic Dishonesty Policy & Plagiarism: As stated in the catalog, "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College" (p. 190). Academic Dishonesty includes: Cheating, Plagiarism, Internet Plagiarism, Obtaining Unfair Advantages, Falsification of Records and Official Documents. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor.

Course Policies:

Attendance Policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (p. 117).

Digital Device-Free Classroom: The use of mobile phones, blackberries, iPods, and other mobile/digital devices is not allowed during class time unless they are part of the lesson. Please silence any device when you come to class and resist checking your texts/emails during class.

Course Schedule

Week	Course Content	Assignments
1	Course overview: Linguistic diversity in the US	Read: R. Bayley. (2004). Linguistic diversity and English language acquisition. In <i>Language in the USA</i> (E. Finegan & J. Rickford)
2	History of bilingualism in the US	Read: J. Fishman. (2004). Multilingualism and non-English mother tongues. In <i>Language in the USA</i> (E. Finegan & J. Rickford)
3	Views on bilingualism and language diversity in the US	Read: Garcia, Ch. 1
4	Language rights and laws in the US	Read: Garcia, Ch. 4
5	Cognitive and social aspects of bilingualism	Read: Garcia, Ch.3 Due: Paper #1
6	Bilingualism: An asset or a liability in the US?	Read: Garcia, Ch. 5
7	Historical development of bilingual education in the US	Read: Garcia, Ch. 8
8	Models of bilingual education in the US	Read: Garcia, Ch. 6 Due: Paper #2
9	The politics of language instruction and diversity in the US	Read: Garcia, Ch. 10
10	Current issues in bilingual education in	Read: Garcia, Ch. 13

	the US	
11	Urban education: Bilingualism and biliteracy in New York City	Read: Garcia, Ch. 14 Due: Paper #3
12	Review	
13	Finals	Due: E-portfolio