

H-813 Bilingual Learners: Literacy Development and Instruction
Course Syllabus
Fall 2018

Meetings: Wednesdays 2:00 p.m. - 4:00 p.m.
Location: Larsen 203
Section: 1 hour/week TBD

Course website: <https://canvas.harvard.edu/courses/53281>

Instructor: Paola Uccelli
Office: Larsen 320
Office Hours: By appointment
Contact: paola_uccelli@gse.harvard.edu

Teaching Fellow:

Contact:
Office:
Office Hours:

Course Description

As the number of children who speak, or are exposed to, more than one language increases in US classrooms and in classrooms around the world, educators at all system levels and across varied settings must be prepared to provide high-quality, rigorous education to ever more linguistically diverse groups of students. Designed for researchers and practitioners, this course will focus on the pressing issues related to bilingual students' literacy and language instruction. The term "bilingual" in this course will be used to refer to a variety of students who have diverse and unequal experiences in more than one language and who speak or hear a language different from the societal language at home, but who might receive bilingual or monolingual instruction at school.

The course will provide opportunities to discuss and investigate the literacy development of bilingual learners and to learn and reflect about the efficacy of research-based reading methods in various instructional settings. A number of societal factors related to language and academic achievement will be explored as well: the many modes of being bilingual or multilingual, the role of linguistic minorities in society, the role of educational resources, and the impact of educational policies on bilingual populations. This course will employ an interdisciplinary perspective, drawing on sociocultural, psycholinguistic, and cognitive frameworks of research. Classes will consist of two hours of required class plus one optional hour of section.

Course Requirements

- 1. Class participation and on-line discussions (10%):** Active participation in class is required. Students are expected to complete readings in advance and come prepared with questions or comments related to the readings. Effective participation is contingent upon completing the readings ahead of time. Participation in on-line discussions based on reactions to the assigned readings or to other

students' prior postings is also required. Students will be expected to post comments to the course website at least six times (during six different weeks) throughout the semester.

Essays (2x15%=30%): Students will write 2 essays during the course of the semester. Essays will focus on a particular issue related to the education of bilingual learners. In these essays, students will be expected to cover: an explanation of why the issue is important, sufficient and relevant research findings from the readings to justify claims, and an evidence-based personal perspective. The essays should be 4 to 5 pages (double spaced) in length. I will provide more detailed guidelines in class. **Essay 1 will be due on October 1 and Essay 2 will be due on October 29th.**

- 2. Student presentations (25%):** Students will prepare collaborative presentations of a research-based, innovative initiative that addresses an area of need of bilingual learners. The number of students to present and the format of the presentation will be determined based on enrollment and interest level in the various topics.
- 3. Final Paper (35%):** Students will write a final paper on a topic of their choice (related to the major themes of the course). There is considerable flexibility in the paper topic, although students will be required to submit a short description of the topic in advance to ensure that it is in line with the focus of the course. For all papers, students are expected to use published research and journal articles to support their arguments. The final paper should be 15 to 18 pages long. The final paper will be due **December 14th.**

➤ **Final Course Requirement:** Submit an evaluation form for the course in order to fulfill the general requirements of the course.

GRADING POLICY

We view the assignments as opportunities for student learning and we view grading them primarily as an opportunity to give you feedback. We do our best to evaluate your work carefully and help you understand a) the strengths of your work, and/or b) how it could have been stronger. Like other members of the faculty, we use the following scale to assign grades:

| | |
|--------------------|------------------------|
| A | Truly outstanding work |
| A- | Excellent work |
| B+ | Very good work |
| B | Good work |
| B- or below | Work is unsatisfactory |

Note that any assignment handed in late will be penalized one letter grade per day and that failure to attend class will be reflected in the grade for class participation. Rubrics for grading the response papers, presentations, and final papers will be posted on the website.

Late paper policy

There are no extensions for the brief essays. If an extension is needed for the final paper, please discuss this before the due date. If a new due date is established and the paper is not turned in by that date, there will be no credit given for the paper.

Academic Integrity

Academic work submitted for this course must be the work of the participant and any sources used in compiling must be accurately and thoroughly cited. The HGSE policy on plagiarism can be found at: <http://isites.harvard.edu/icb/icb.do?keyword=k97375&pageid=icb.page607286>

Writing Assistance

If you are in need of help with your writing, or are unsure of proper methods for citations, please schedule an appointment with a Writing Services Teaching Fellow by visiting the Academic Writing Consultations section in the following website: <http://www.gse.harvard.edu/library/services>

If you have any doubt or difficulty with specific aspects of your writing, it is wise to access the resources available. As well, feel free to approach the instructor for help, and/or with any questions or concerns.

APA format

Papers should be written in APA style (i.e., American Psychological Association editorial style). The following helpful resource is available at the HGSE website:

Mages, W. *APA Exposed. Everything you always wanted to know about APA but were afraid to ask*. Available at http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed

REGARDING READING LICENSURE

H813 Bilingual Learners: Literacy Development and Instruction addresses the professional standards for teachers and Reading Specialist subject matter knowledge, as described in:

603 CMR [7.08 \(2\) and \(3\)](#)

603 CMR [7.07 \(2\)](#)

Coursework and readings also address the Massachusetts Department of Elementary and Secondary Education, 2017 English Language Arts and Literacy Framework: Grades Pre-Kindergarten to 12. <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>

RECOMMENDED BOOKS YOU MIGHT WANT TO CONSULT:

Council of Europe (2001). *The Common European Framework of Reference*. Strasbourg: Cambridge University Press. Available at <https://rm.coe.int/1680459f97>

García, O. (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Malden, MA: Wiley-Blackwell.

Shin, S. J. (2013). *Bilingualism in Schools and Society: Language, Identity and Policy*. New York: Routledge.

Li, G., & Edwards, P. A. (2010). *Best Practices in ELL Instruction (Solving problems in the teaching of literacy)*. New York: The Guilford Press.

Proctor, P., Boardman, A., & Hiebert, E. (2016). *Teaching Emergent Bilingual Students: Flexible Approaches in an Era of New Standards*. New York, NY: Guilford Publications

Skutnabb-Kangas, T. & Heugh, K. (2012). *Multilingual Education and Sustainable Diversity Work: From Periphery to Center*. New York: Routledge.

- Seminar's schedule start in the next page (Readings marked as **supplemental** are only suggestions for further reading and are NOT required).

AN OVERVIEW

WEEK 1: MULTIPLE MODES OF BILINGUALISM

September 5, 2018

- *How is bilingualism defined?*
- *How prevalent is bilingualism or multilingualism around the world?*

UNESCO (2003) Education in a Multilingual World. (Electronic document available at <http://unesdoc.unesco.org/images/0012/001297/129728e.pdf>)

Webb, P. (2010). Science Education and Literacy: Imperatives for the Developed and Developing World. *Science* 23(328), 448-450.

Snow, C. E. & Kang, J. Y. (2006). Becoming bilingual, biliterate, and bicultural. In A. Renninger & I. Sigel (Eds.), *Handbook of child psychology, Volume 4, Child psychology in practice* (pp. 75-102). Hoboken, NJ: John Wiley & Sons. **iPac**

Supplemental reading (optional):

Crawford, J. (2004). *Educating English language learners: Language diversity in the classroom*. (5th Ed.).

Los Angeles: Bilingual Education Services. Chapter 1: Bilingualism, American Style (pp. 2-27)
iPac

Skutnabb - Kangas, T. (2012). Indigenousness, human rights, ethnicity, language and power. *International Journal of the Sociology of Language*, 213, 87-105.

WEEK 2: TEACHING BILINGUAL LEARNERS

September 12, 2018

The WORD GENERATION curriculum: An overview – Guest Speaker

- *How do we best prepare bilingual learners for the world of today?*
- *What have we learned from past policy and research?*

Suárez-Orozco, C., Strom, A., & Larios, R. (2018). A culturally responsive approach to understanding the children of immigrants. Report Prepared for the New York City Department of Education as part of the Re-Imagining Migration Project. Retrieved from <https://reimaginingmigration.org/a-culturally-responsive-guide-to-fostering-the-inclusion-of-immigrant-origin-students/>
direct link: [Final Inclusive CS0 Curriculum V7 8 9 2018 \(4\)](#)

García, O., Kleifgen, J. A. & Falchi, L. (2008). Policies for Educating Emergent Bilinguals. In *From English Language Learners to Emergent Bilinguals. Equity Matters: Research Review No. 1* (pp. 18-25). NY, NY: Teachers College, Columbia University. Document available at <http://files.eric.ed.gov/fulltext/ED524002.pdf>

Supplemental reading (optional):

Dixon, Q. et al. (2012). [What We Know About Second Language Acquisition: A Synthesis From Four Perspectives, Review of Educational Research, 82\(1\): 5-60.](#)

Suárez-Orozco, M. M., Darbes, T., Dias, S. I., & Sutin, M. (2011). [Migrations and schooling. Annual Review of Anthropology, 40, 311-328.](#)

SOCIOLINGUISTIC APPROACHES TO BILINGUALISM

WEEK 3: SOCIETAL MODELS OF BILINGUALISM

September 19, 2018

- *How do we describe bilingualism at the societal level?*
- *Why do language policies function differently across multilingual societies?*

Dixon, L. Quentin. (2005). Bilingual education policy in Singapore: An analysis of its sociohistorical roots and current academic outcomes. [*International Journal of Bilingual Education and Bilingualism*, 8\(1\), 25-47.](#)

Broom, Y. (2004). Reading English in multilingual South African primary schools. [*International Journal of Bilingual Education and Bilingualism*, 7, 506-528.](#)

Supplemental reading (optional):

Ruíz, R. (1984). Orientations in language planning. *NABE: The Journal for the National Association for Bilingual Education*, 8(2), 15-34. iPac

Hornberger, N. H. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. [*Language Policy* 1, 27-51.](#)

WEEK 4: IDENTITY AND LANGUAGE MAINTENANCE

September 26, 2018

- *Why is identity a crucial dimension in bilingual children's development?*
- *Is L1 maintenance valuable in relation to individual, community and global factors? Why?*

Shin, S. J. (2013). Bilingualism and Identity. In *Bilingualism in Schools and Society* (chapter 5, pp. 97-118). NY, NY: Routledge. iPac

Tse, L. (2001). Resisting and reversing language shift: Heritage-language resilience among U.S. native biliterates. [*Harvard Educational Review*, 71, 676-708.](#)

Supplemental reading (optional):

Cummings, J. (2013). Language and identity in multilingual schools: Constructing evidence-based instructional policies. In Little, D., Leung, C. and Van Avermaest, P. (Eds.), *Managing Diversity in Education: Language Policies, Pedagogies*. Bristol: Multilingual Matters. pp. 3-26. iPac

Ngo, B., & Lee, S. (2007). Complicating the image of model minority success: A review of Southeast Asian American education. [*Review of Educational Research*, 77\(4\), 415-453.](#)

McCarty, T. L., Romero-Little, M. E., & Zepeda, O. (2006). Native American youth discourses on language shift and retention: Ideological cross-currents and their implications for language planning. [*The International Journal of Bilingual Education and Bilingualism*, 9\(5\), 659-719.](#)

Valenzuela, A. (1999). *Subtracting Schooling: U.S.-Mexican youth and the politics of caring*. Albany: State University of New York Press. Chapter 1 (find it here: <https://ebookcentral-proquest-com.ezp-prod1.hul.harvard.edu/lib/harvard-ebooks/detail.action?docID=3408870>)

* Essay 1 due on Monday, October 1

- *How do parents support the academic achievement of bilingual children?*
- *How do parental goals and school goals interact with each other and mediate bilingual students' academic achievement?*

Bayley, R., Schecter, S.R., & Torres-Ayala, B. (1996). Strategies for bilingual maintenance: Case studies of Mexican-origin families in Texas. [*Linguistics and Education*, 8, 389-408.](#)

Gebhard, M. (2004). Fast capitalism, school reform, and second language literacy practices. [*The Modern Language Journal*, 88\(2\), 245-265.](#)

Supplemental reading (optional):

© 2008 The Authors
Journal Compilation © 2008
Blackwell Publishing Ltd
Language and Linguistics
Compass 2/5 (2008): 907–
922, 10.1111/j.1749-
818x.2008.00076.x

Family Language Policy

Kendall A.
King*

Georgetown
University and

University of
Minnesota

Lyn Fogle
and Aubrey
Logan-Terry

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Blackwell Publishing Ltd

Language and Linguistics

Compass 2/5 (2008): 907–

922, 10.1111/j.1749-
818x.2008.00076.x

Family Language Policy Kendall A. King*

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Blackwell Publishing Ltd

Language and Linguistics Compass 2/5 (2008): 907– 922, 10.1111/j.1749- 818x.2008.00076.x

King, K. A., Fogle, L., & Logan-Terry, A. (2008). [Family Language Policy. *Language and Linguistics Compass*, 2, 907-922.](#)

Street, B. V. (2012). Society reschooling. [Reading Research Quarterly, 47\(2\), 216-227.](#)

PSYCHOLINGUISTIC AND EDUCATIONAL APPROACHES TO BILINGUALISM

WEEK 6: BILINGUAL AND BILITERACY DEVELOPMENT: MYTHS AND THEORIES

October 10, 2018

- *How does research challenge common myths about bilingualism?*
- *Are there benefits and costs associated with bilingual proficiency?*

Bialystok, E. & Hakuta, K. (1994). In other words: The science and psychology of second-language acquisition. New York: Basic Books. Chapters 1 and 7. iPac

Hoff, E. (2018). [Bilingual Development in Children of Immigrant Families. *Child Development Perspectives*, 12: 80-86.](#)

McCabe A, Tamis-LeMonda CS, Bornstein MH, et al; Society for Research in Child Development (2013). *Multilingual children: beyond myths and toward best practices. Social Policy Report, 27(4):1-36.* Available at: http://www.srcd.org/sites/default/files/documents/E-News/spr_27_4.pdf

Supplemental reading (optional):

Bialystok, E. (2007). Acquisition of Literacy in Bilingual Children: A Framework for Research. [Language Learning, 57\(1\), 45-77.](#)

Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. [Review of Educational Research, 49\(2\), 222-251.](#)

WEEK 7: LITERACY DEVELOPMENT: WHAT DOES IT ENTAIL?

October 17, 2018

- *What skills are involved in bilingual children's literacy development?*
- *Do research-based interventions for young bilingual learners make a difference?*

Castro, D. C., Páez, M. M., Dickinson, D. K., & Frede, E. (2011). Promoting Language and Literacy in

Young Dual Language Learners: Research, Practice, and Policy. [*Child Development*, 5, 15-21.](#)

Castro, D. C., Gillanders, C., Franco, X., Bryant, D. M., Zepeda, M., Willoughby, M. T., & Méndez, L. I. (2017). [Early education of dual language learners: An efficacy study of the Nuestros Niños School Readiness professional development program. *Early Childhood Research Quarterly*, 40: 188-203.](#)

Supplemental reading (optional):

Bialystok, E., Luk, G., Kwan, E. (2005). Bilingualism, biliteracy, and learning to read: Interactions among languages and writing systems. [*Scientific Studies of Reading*, 9\(1\), 43-61.](#)

Gugliemi, R. S. (2008). Native language proficiency, English literacy, academic achievement, and occupational attainment in limited-English-proficient students: A latent growth modeling perspective. [*Journal of Educational Psychology*, 100\(2\), 322-342.](#)

Gersten, R. & Geva, E. (April, 2003). Teaching reading to early language learners. [*Educational Leadership*, 60\(7\), 44-49.](#)

WEEK 8: READING ACROSS LANGUAGES AND CULTURES

October 24, 2018

- What characteristics of C1/L1 affect literacy in L2?
- Beyond skills: Why are the sociocultural contexts and practices important to consider?

Hull, G. A. & Moje, E. B. (2012). What is literacy the development of? Paper presented at the [Understanding Language Conference, Stanford, CA](#), 1-7.
<http://ell.stanford.edu/publication/what-development-literacy-development>

Short, D. & Fitzsimmons, S. (2006). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners (*Executive Summary, Introduction, and Academic Literacy for Adolescents*). Alliance for Excellent Education, Washington, D.C. Complete report available at: <https://all4ed.org/reports-factsheets/double-the-work-challenges-and-solutions-to-acquiring-language-and-academic-literacy-for-adolescent-english-language-learners/>

Palmer, B. C., El-Ashry, F., Leclerc, J.T., & Chang, S. (2007). Learning from Abdallah: A case study of an Arabic-Speaking child in a U.S. school. [*The Reading Teacher*, 61\(1\), 8-17.](#)

Supplemental reading (optional):

Kieffer, M.J. (2008). Catching up or falling behind? Initial English proficiency, concentrated poverty, and the reading growth of language minority learners in the United States. *Journal of Educational Psychology*, 100, 851-868. Available at: https://www.researchgate.net/publication/232513126_Catching_Up_or_Falling_Behind_Initial_English_Proficiency_Concentrated_Poverty_and_the_Reading_Growth_of_Language_Minority_Learners_in_the_United_States

Goodrich, J. M., & C. J. Lonigan (2013). Do Early Literacy Skills in Children's First Language Promote Development of Skills in Their Second Language? An Experimental Evaluation of Transfer. [*Journal of Educational Psychology*, 105\(2\), 414-426.](#)

Wang, M., Park, Y., & Lee, K. (2006). Korean-English biliteracy acquisition: Cross- language phonological and orthographic transfer. [*Journal of Educational Psychology*, 98\(1\), 148-158.](#)

* Essay 2 due on Monday, October 29th

WEEK 9: LITERACY DEVELOPMENT AND HIGH-QUALITY INSTRUCTION

October 31, 2018

- Why is academic language proficiency key in promoting academic success?
- How can research inform literacy instruction in the current U.S. policy climate?

Bunch, G. C. ; Walqui, A. ; Pearson, P. D. (2014). Complex Text and New Common Standards in the United States: Pedagogical Implications for English Learners. [*TESOL Quarterly*, 48\(3\), 533-559.](#)

García, G. E. (2003). The reading comprehension development and instruction of English language learners. In A. P. Sweet, & C. E. Snow (Eds.) *Rethinking reading comprehension* (pp. 30-50). New York, NY: Guilford Press. **iPac**

Walqui, A. (2006). [*Scaffolding Instruction for English Language Learners: A Conceptual Framework, International Journal of Bilingual Education and Bilingualism*, 9\(2\), 159-180.](#)

Supplemental reading (optional):

Goldenberg, C. (2013). Unlocking the Research about English Learners: What We Know—and Don't Yet Know—about Effective Instruction. [*American Educator*, 37\(2\)4-11.](#)

Walqui, A. and van Lier, L. (2012). Language and the Common Core State Standards. Understanding Language Conference. Available at: <http://ell.stanford.edu/papers/language>.

EDUCATIONAL POLICY, INSTRUCTIONAL MODELS AND EVIDENCE-BASED PRACTICES

WEEK 10: QUALITY EDUCATION FOR BILINGUAL LEARNERS

November 7, 2018

- How can educators successfully address the needs and strengths of bilingual learners' content learning through research-based and promising practices?
- What opportunities and challenges exist beyond classroom instruction?

Bigelow, M. & Vinogradov, P. (2011). [*Teaching Adult Second Language Learners Who Are Emergent Readers. Annual Review of Applied Linguistics*, 31, 120-136.](#)

Estrada, P. (2014). English Learner Curricular Streams in Four Middle Schools: Triage in the Trenches. [*Urban Review*, 46, 535-573.](#)

Lee, O., Quinn, H., & Valdes, G. (2012). Language Demands and Opportunities in Relation to Next Generation Science Standards for English Language Learners: What Teachers Need to Know. [*Understanding Language: Stanford University School of Education*.](#)

Supplemental reading (optional):

García, O., Flores, N., & Haiwen, C. (2011). Extending bilingualism in U.S secondary education: New variations. [*International Multilingual Research Journal*, 5\(1\), 1-18.](#)

Menken, K., & Kleyn, T. (2009). The difficult road for long-term English learners. [*Educational Leader*, 66\(7\).](#)

Turkan, S. and Schramm-Possinger, M. (2014). Teaching Content to ELs in the Era of Common Core Standards. [*R&D Connections*, n23. Educational Testing Service, 1-10.](#)

WEEK 11: EDUCATIONAL MODELS FOR BILINGUAL LEARNERS**November 14, 2018**

- Why some educational models designed to address the needs of bilingual learners might be more effective than others?
- How do systems define who is a language learner in need of additional support services?

- Bialystok, E. (2016). [*Bilingual education for young children: review of the effects and consequences, International Journal of Bilingual Education and Bilingualism, 1-14 \(Published online: Jun 2016\)*](#)
- Hornberger, N. H., & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens. [*International Journal of Bilingual Education and Bilingualism, 15\(3\), May 2012, 261-278.*](#)
- Lindholm-Leary, K. (2012). [*Success And Challenges In Dual Language Education, Theory Into Practice, 51: 256-262.*](#)
- Suárez Orozco, M., Suárez Orozco, C., & Carolyn Sattin-Bajaj (2010). Making migration work. [*Peabody Journal of Education 85 \(4\), pp. 535-51.*](#)
- Valentino, Rachel A., & Reardon, Sean F. (2015). Effectiveness of Four Instructional Programs Designed to Serve English Learners. [*Educational Evaluation and Policy Analysis, 37\(4\), 612-637.*](#)

Supplemental reading (optional):

- Cervantes-Soon, C. G. (2014). A critical look at dual language immersion in the new Latin@ diaspora. [*Bilingual Research Journal, 37\(1\), 64-82.*](#)
- Crawford, J.(2004). *Educating English Learners: Language Diversity in the Classroom (5th Ed.)*. Los Angeles: Bilingual Education Services. Chapter 2: Options for English Learners (pp. 28-54). iPac
- Steele, J. L., Slater, R. O., Zamarro, G.; Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). [*Effects of Dual-Language Immersion Programs on Student Achievement: Evidence from Lottery Data, American Educational Research Journal, 54, 282-306.*](#)
- Umansky, I., Reardon, S. F. (2014). Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms. [*American Educational Research Journal, 51\(5\), 879-912.*](#)

*** NOVEMBER 21, 2018 - NO CLASS - THANKSGIVING RECESS***

**WEEK 12: INSTRUCTIONAL FAIR
2018****November 28,**

- YOUR TURN TO EXAMINE AND PRESENT EXAMPLES OF RESEARCH-BASED INITIATIVES

HELPFUL RESOURCES FOR STUDENTS' PRESENTATIONS:

- Dixon, L. Q., Zhao, J., Shin, J., Wu, S., Su, J., Burgess-Brigham, R., Gezer, M. U., & Snow, C. (2012). What We Know About Second Language Acquisition: A Synthesis From Four Perspectives. [*Review of Educational Research, 82\(1\), 5-60.*](#)
- Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). Guidelines for English language development instruction. [*American Educator, 37 \(2\), 13-25, 38-39.*](#)
- Wong-Fillmore, L. (2014) English Language Learners at the Crossroads of Educational Reform. [*TESOL Quarterly, 48\(3\), pp.624-632.*](#)

- Bunch, G. C. (2013). Pedagogical Language Knowledge: Preparing Mainstream Teachers for English Learners in the New Standards Era. [Review of Research in Education, 37, 298-341.](#)
- Little D. (and Byrnes, H.) (2007). The Common European Framework of Reference for Languages: Perspectives on the Making of Supranational Language Education Policy. [The Modern Language Journal, 91\(4\), 645-655.](#)

WEEK 13: BILINGUALISM: ASSESSMENT AND NEW OPPORTUNITIES

December 5, 2018

- Which are some challenges and lessons for valid and reliable assessments of bilingual learners' performances?
 - How do national priorities, educational policies, and literacy instruction and assessment interact with each other?
-

- Abedi, J. & Levine, H. G. (2013). Fairness in assessment of English learners, [Leadership, 42, 26-28.](#)
- Robinson-Cimpian, J. P., Thompson, K. D., & Umansky, I. M. (2016). [Research and Policy Considerations for English Learner Equity, Policy Insights from the Behavioral and Brain Sciences 3, 129-137.](#)
- Umansky, I. M. et al. (2015). Improving the Opportunities and Outcomes of California's Students Learning English: Findings from School District-University Collaborative Partnerships, [Policy Brief \(Policy Analysis for California Education\), 15\(1\), 1-15](#)

Supplemental reading (optional):

- Dryden-Peterson, S., Dahya, N. & Adelman, E. (2017) Pathways to Educational Success Among Refugees: Connecting Locally and Globally Situated Resources, [American Educational Research Journal, 54\(6\), 1011-1047.](#)
- Lugo-Neris, M. J., Peña, E. D., Bedore, L. M., & Gillam, R. B. (2015). [Utility of a Language Screening Measure for Predicting Risk for Language Impairment in Bilinguals, American Journal of Speech-Language Pathology, 24: 426-437](#)
- Martiniello, M. (2008). Language and the performance of English language learners in math word problems. [Harvard Educational Review, 78\(2\), 333-368.](#)

*** Final Paper due Friday, December 14th**

EXPANDING EMPATHY

Multiple voices: autobiographies, personal essays, and fiction

Students will be asked to choose and read some of these short excerpts for class discussion activities during the semester.

Always Living in Spanish

by MARJORIE AGOSÍN

Human rights activist, author, and Wellesley College professor; she was born in Maryland and raised in Chile, a descendant of Russian and Austrian Jewish family (b. 1955).

Superman and Me

by SHERMAN ALEXIE

Writer and filmmaker, graduate of Washington State University; he was born in Washington state, member of the Spokane and the Coeur d'Alene tribes, grew up on the Spokane Reservation (b. 1966).

Walking the Path between Worlds

by LORI ARVISO ALVORD

First Navajo woman surgeon, Associate Dean of student and Multicultural affairs and faculty at Dartmouth Medical School, writer of *The Scalpel and the Silver Bear* (1999), her autobiography (b. 1958).

***Eleven* (fiction)**

by SANDRA CISNEROS

Novelist (*The House on Mango Street*, 1983), short-story writer, and poet; one of the first Latina writers to achieve commercial success; recipient of many awards including a MacArthur fellowship (the so-called "genius grant") (b. 1954).

The Myth of the Latin Woman: I Just Met a Girl Named Maria

by JUDITH ORTIZ COFER

Poet, novelist, and essayist; Regents' and Franklin Professor of English and Creative Writing, Emerita, University of Georgia; she was born in Puerto Rico and raised in Patterson, New Jersey (b. 1952).

***New York Day Women* (fiction)**

by EDWIDGE DANTICAT

Haitian-American author, born in Haiti, immigrated to the United States at age twelve; she received her BA from Barnard College and her MFA from Brown University, where her thesis became her first novel, *Breath, Eyes, Memory* (1994) -- an Oprah Winfrey Book Club selection in 1998 (b. 1969).

***From Native Speaker* (fiction)**

by CHANG-RAE LEE

Korean-American novelist and professor of creative writing at Princeton University; he was born in Korea and emigrated with his family to Westchester, New York at age three; he received his BA in English from Yale University and an MFA in writing from the University of Oregon (b. 1965).

Child of the Americas (poetry)

by AURORA LEVINS –MORALES

Activist and writer; she was born in Puerto Rico until she was thirteen, when her family moved to Chicago; she received her undergraduate degree from Franconia University and her MA and PhD from the Union Institute in Ohio.

Why I Could Not Accept Your Invitation (poetry)

by NAOMI SHIHAB NYE

Arab-American poet, novelist, editor, and political activist; she was born in St. Louis, Missouri to a Palestinian father and U.S. American mother; author of numerous books for adults and children, she has won several prestigious awards and was elected a Chancellor of the Academy of American Poets in 2009 (b. 1952).

Speaking in Tongues

by ZADIE SMITH

English novelist tenured professor at New York University's Creative Writing Program
New York Review of Books, 2009 (b. 1975).

Mother Tongue

by AMY TAN

best-selling American author whose works explore the Chinese-American experience; her best-known work *The Joy Luck Club* (1989) has been translated into 35 languages; she was born and raised in California and both of her parents were Chinese immigrants; she received her BA and MA in linguistics at San Jose State University and did doctoral studies in linguistics at the University of California at Santa Cruz and later at Berkeley (b. 1952).