

**EDUC 881, Section 001**  
**Seminar in Bilingual Education: POLICY**  
**Course Syllabus \*\*\* Spring 2012**

Mondays, 4:30-7:10 p.m. West Bldg., Rm. 1007

**Mailing Address:**

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**Course prerequisite: Admission to the Ph.D. in Education program.**

**Catalog Description**

*Examines historical development of education for language minority students in United States, including federal and state legislation and court decisions. Explores policy issues regarding administrative program models, instructional approaches, curricular reform, and assessment policies for language minority students developed in response to legal mandates, legislative decisions, and school reform movement.*

This doctoral seminar invites candidates to examine educational policy making with a specific focus on the historical development of programs for language minority students (LMS) attending public schools in the United States. Candidates will examine how policy is made and explore education policy issues at national, state, and local levels as they affect the education of LMS and English language learners (ELLs). Discussions will address research, federal and state legislation, and court decisions from the 1960s to the current day.

Policy issues to be examined include: systems analysis and systemic change processes; the role of the federal and state governments and local school boards in influencing education policy; the role of program evaluation and basic research; language planning; legal rights of immigrant and native-born language minority students; education policies affecting English language learners and bilingual students, including high-stakes, large-scale and local testing programs; effective programs for language minority students; and future research needs.

Instructional approaches include case studies, candidate-led discussions, simulations, field projects, peer feedback sessions, guest speakers, mini-lectures, and use of online resources (*Blackboard*). Each candidate's work will be assessed using criterion-based scoring rubrics. *Leading class discussions and interacting in productive ways with other doctoral candidates during each class session are essential for success in this course.*

### Course Objectives\*

Doctoral candidates completing this seminar will be able to:

1. Define concepts and terminology used in systems analysis and policy making in education;
2. Describe the dynamic and turbulent nature of the educational policy making process;
3. Cite and analyze major legal decisions relating to the education of language minority students (LMS) and corresponding actions in U.S. courts of law taken by the U.S. Dept. of Education's Office for Civil Rights (OCR);
4. Critically review and analyze federal and state legislation related to the education of LMS and English language learners (ELLs);
5. Analyze the roles of basic and federally-funded research in policy making;
6. Describe a variety of research-based, effective instructional programs and approaches for bilingual students;
7. Gather field data and make policy recommendations on issues relating to the education of LMS and ELLs; and
8. Create and disseminate information on a policy issue impacting LMS and ELLs.

### Course Requirements\*

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|------------------|-----|---|
| 1. Focus Session | 40% | Lead one-half class session on a syllabus topic (schedule to be set in Week 2)  |
| 2. Final Project | 60% | Disseminate research-based policy analysis and recommendations on a policy issue impacting bilingual students (due Week 15) |

### Textbooks

All books listed have been ordered through the GMU Bookstore.

### Required

Crawford, J. (2004). *Educating English learners: Language diversity in the classroom* (5<sup>th</sup> ed.). Los Angeles: Bilingual Educational Services, Inc.

Garcia, O. & Kleifgen, J.A. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners*. New York: Teachers College Press.

Kirst, M. W. & Wirt, F. M. (2009). *The political dynamics of American education* (4<sup>th</sup> ed.). Berkeley, CA: McCutchan Publishing Corp.

### Available on Blackboard:

Hakuta, K. (2011). Educating language minority students and affirming their equal rights: Research and practical perspectives. Seventh annual Brown lecture in education research. *Educational Researcher*, 40 (4),163–174.

**Course Schedule**

Week	Dates	Topics	Readings
1	1/23	Overview of education political system. Bilingual learners and emergent bilinguals – who they are. Overview of course.	<i>Garcia &amp; Kleifgen, Chs. 1 &amp; 2. (21 pages)</i> <i>Kirst &amp; Wirt, Ch. 1 (29 pages)</i>
2	1/30	Political framework for school turbulence. Systems analysis framework. ELL enrollment growth. Achievement data gaps.	<i>Kirst &amp; Wirt, Ch. 2 (29 p)</i> <i>Crawford, Intro. &amp; Ch.1 (31 p)</i>
3	2/6	History of education policies for immigrant children and bilinguals.	<i>Crawford, Ch. 4 (24 p)</i> <i>Garcia &amp; Kleifgen, Ch. 3 (15 p)</i>
4	2/13	Theories on language and bilingualism, types of bilingualism. ESEA Reauthorization and Common Core Standards.	<i>Crawford, Ch. 8 (27p)</i> <i>Garcia &amp; Kleifgen, Ch. 4 (14 p)</i> <i>Hakuta (2011) (11 p)</i>
5	2/20	Language policy and ideology in the U.S. English as the official language?	<i>Crawford, Ch. 3 (20 p)</i> <i>Crawford, Ch. 6 (21 p)</i>
6	2/27	Program models and designs. Non-research-based instructional practices. Lack of appropriate curriculum and programs. Which programs are most effective?	<i>Crawford, Ch. 2 (24 p)</i> <i>Crawford, Ch. 7 (22 p)</i> <i>Garcia &amp; Kleifgen, Ch. 5 (15 p)</i> <i>Garcia &amp; Kleifgen, Ch. 6 (20 p)</i>
7	3/5	Evolution of the federal role. Federal elections and political trends. Role of the courts in school policies. <i>Lau vs. Nichols. Title VII - The Bilingual Education Act. The Castaneda standard.</i>	<i>Kirst &amp; Wirt, Chs. 11-12 (45 p)</i> <i>Crawford, Ch. 5 (23 p)</i>
8	3/12	<b>No Class – Spring Break</b>	
9	3/19	State role in education policy. Increasing state control over local schools. Key influences. State-level interest groups.	<i>Kirst &amp; Wirt, Chs. 9 -10 (50 p)</i> <i>Crawford, Ch. 13 (20 p)</i>

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10	3/26	State assessment policies affecting English language learners. High-stakes testing. New ESL student and teacher standards. <i>No Child Left Behind &amp; scientifically-based – research standard</i> (federal interventions).	<i>Crawford, Ch. 14 (23 p)</i> <i>Garcia &amp; Kleifgen, Ch. 8 (14 p)</i> <i>Kirst &amp; Wirt, Ch. 14 (22 p)</i>
11	4/2	Local policy making. Role of social values. Role of the media. Elections and referenda. Involving parents in the education of their children.	<i>Kirst &amp; Wirt, Chs. 3 – 4 (58 p)</i> <i>Garcia &amp; Kleifgen, Ch. 7 (10 p)</i>
12	4/9	Two-way bilingual education programs. Local school boards and politics. Mayoral control of schools.	<i>Crawford, Ch. 12 (21 p)</i> <i>Kirst &amp; Wirt, Ch. 5 – 6 (47 p)</i>
13	4/16	Chief administrators. Micropolitics within schools. Charter schools and school choice.	<i>Kirst &amp; Wirt, Chs. 7-8 (42 p)</i> <i>Kirst &amp; Wirt, Ch. 13 (20 p)</i>
14	4/23	Alternative paths for educating bilingual children. Advocating for bilingual students and English learners.	<i>Crawford, Ch. 9 (28 p)</i> <i>Crawford, Ch. 15 (20 p)</i> <i>Garcia &amp; Kleifgen, Ch. 9 (17p)</i>
15	4/30	Future research needs in education politics. Peer Feedback on Final projects. <b>Class Presentations on Final Projects.</b> <b>Course evaluations. Feedback forms.</b> <b>Materials release forms. Final Projects accepted on or before this date. <i>Final Projects due.</i></b>	

## Technology Requirements

1. Students will be asked to use a personal computer for preparing course requirements, for accessing BlackBoard, and for contacting the instructor and classmates through email. However, ***personal computers (including tablets, laptops, cell phones) are not to be used during class for any purpose other than taking notes.***

**2. Class Web Site:** Each student will access Blackboard 9.1 using *his/her GMU email login name and password* to obtain course assignments, handouts, and other materials and also to submit course projects and other required tasks.

The only way to access Bboard 9.1 is through the myMason portal (<http://mymason.gmu.edu>) on the Courses tab.

**If you have problems getting into BBoard 9.1, please contact < support.gmu.edu>, go to <http://itusupport.gmu.edu/STG/blackboard.asp> or call (703) 993-8870.**

### 3. GMU EMAIL ACCOUNTS

Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

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*College of Education & Human Development:  
5 Core Values*



The College of Education & Human Development is committed to five CORE VALUES: *collaboration, ethical leadership, innovation, research-based practice, and social justice.* Graduate students are expected to adhere to these values both in and out of class.  
<http://cehd.gmu.edu/values/>

**The Graduate School of Education (GSE) expects that *all students* abide by the following principles:**

***Expectations for Students in this Course***

***HONOR CODE: NO PLAGIARISM.***

Students must adhere to the guidelines of the George Mason University Honor Code. GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated accordingly.

What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work (online, published, printed handouts, personal communication) in any part of performing your assigned task, you will give full credit in the proper, accepted form.

Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. [See <http://academicintegrity.gmu.edu/honorcode/>].

**Honor Code**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. (Mason catalog).**

**Honor Code: Faculty Responsibilities**

Faculty members have a responsibility for maintaining the integrity of the learning and testing process. They should explain at the beginning of each semester what would be considered an integrity violation in their courses. Special attention should be given to the subject of **plagiarism**. Faculty members may actively proctor exams in situations that they believe warrant it. At the beginning of each semester, faculty members have the responsibility of explaining to their classes their policy regarding the Honor Code. They must also explain the extent to which aid, if any, is permitted on academic work.



FOR THIS COURSE:

**Violations of the Honor Code** include:

1. Copying a paper or part of a paper from a previous student (current or past);
2. Plagiarizing or copying the words of an author from a textbook or any printed source (including the Internet) without using quotation marks or not inserting a citation immediately following these words;
3. Working with another individual (who is in this class or not) to prepare your papers for this course (you must write your own papers). Except for appointments to the GMU Writing Center, assistance with writing papers for this class is not allowed. You are being graded on your own ability to write papers.

### **CAMPUS RESOURCES**

- **OFFICE OF DISABILITY SERVICES**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

- **WRITING CENTER:** A114 Robinson Hall; (703) 993-1200;  
<http://writingcenter.gmu.edu>

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing.

- **UNIVERSITY LIBRARIES** “Ask a Librarian”  
<http://library.gmu.edu/mudge/IM/IMRef.html>

- **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):** (703) 993-2380;  
<http://caps.gmu.edu>

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and

group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance.

- **UNIVERSITY POLICIES**

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**Cell Phones OFF: Students are required to keep all cell phones turned off during class, per university policy. In case of a campus emergency, the instructor will be notified on her cell phone.**

**Inclement Weather/Emergency Policy**

*In case of snow, hurricanes, other bad weather, or security emergencies, call 703 993-1000 or go to [www.gmu.edu](http://www.gmu.edu) for information on class cancellations and university closings.*

**MASON ALERT**

*Register for the MASON ALERT system to be informed of emergency situations on campus by cell phone and email. Go to <http://alert.gmu.edu>*