Seminar in Bilingual Education: POLICY
EDUC   881, Section 001

Course Syllabus * * * Summer Session B - June 3 – July 22 2014
Tuesdays & Thursdays, 4:30-7:10 p.m.   Thompson Hall, Rm. 2022

Instructor: **Office: Thompson Hall, Room 1502**
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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. (*3 graduate credits)

Expanded Course Description

This doctoral seminar guides candidates in examining educational policy making with a specific focus on the historical development of programs for language minority students (LMS) and English language learners (ELLs) attending public schools in the United States. Candidates will examine how education policy is made and explore issues at national, state, and local levels as they impact the education of LMS and 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 US.-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 mini-lectures, candidate-led discussions, simulations, case studies, peer feedback sessions, guest speakers, and use of online resources (*Blackboard*). Each candidate's work will be assessed using criterion-based scoring rubrics.

Leading class discussions and i*nteracting 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. Critically review and analyze federal and state legislation and major legal decisions relating to the education of language minority students (LMS) and English language learners (ELLs);

4. Analyze the roles of basic and federally-funded research in policy making;

5. Describe a variety of research-based, effective instructional programs and instructional approaches for language minority and ELL students;

6. Lead a class discussion on a single policy issue; and

7. Prepare a policy brief that provides an overview of a single issue and makes policy recommendations for improving the educational status of LMS and ELLs

Course Requirements*

Requirement	Percent of Course Grade	Description
1. Focus Session	25%	Lead one-half class session on a syllabus topic
2. Policy Brief		Prepare a policy brief for legislators and educators
Part 1:	15%	Framing the Policy Issue (due 6/15)
Part 2:	25%	Rationale/History (due 7/5)
Part 3:	35%	Final Policy Brief, including priorities & recommendations (due 7/22)

Textbooks
All books listed have been ordered through the GMU Bookstore.

Required

Crawford, J. (2004). *Educating English learners: Language diversity in the classroom* (5th 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 (*4th ed.). Berkeley,   CA: McCutchan Publishing Corp.

Additional Readings Available on Blackboard (see list of Recommended Readings)

Course Schedule

Session	Date	Topics	Readings for Discussion
1	6/3	Overview of education political system. Bilingual learners and emergent bilinguals – who they are. Course overview & requirements.	*Garcia & Kleifgen, Chs. 1 & 2. (21 pages)* *Kirst & Wirt, Ch. 1 (29 pages)*
2	6/5	Political framework for school turbulence. Systems analysis framework. ELL enrollment growth. Achievement data gaps.	*Kirst & Wirt, Ch. 2 (29 p)* *Crawford, Intro. & Ch.1 (31 p)*
3	6/10	History of education policies for immigrant children and bilinguals.	*Crawford, Ch. 4 (24 p) Garcia & Kleifgen, Ch. 3 (15 p)*
4	6/12	Theories on language and bilingualism, types of bilingualism. ESEA Reauthorization and Common Core Standards. ***Due June 15: Policy Brief, Part 1. FOCUS SESSION #1 today***	*Crawford, Ch. 8 (27p)* *Garcia & Kleifgen, Ch. 4 (14 p)* *Hakuta (2011) (11 p)*
5	6/17	Language policy and ideology in the U.S. English as the official language? ***FOCUS SESSION #2***	*Crawford, Ch. 3 (20 p)* *Crawford, Ch. 6 (21 p)*
6	6/19	Program models and designs. Non-research-based instructional practices. Lack of appropriate curriculum and programs. Which programs are most effective? ***FOCUS SESSION #3***	*Crawford, Ch. 2 (24 p)* *Crawford, Ch. 7 (22 p)* *Garcia & Kleifgen, Ch. 5 (15 p)* *Garcia & Kleifgen, Ch. 6 (20 p)*
7	6/24	Evolution of the federal role. Federal elections and political trends. Role of the courts in school policies. *Lau vs. Nichols. Title VII - The Bilingual Education Act.* The *Castaneda standard*. **Feedback Forms: MT** ***FOCUS SESSION #4***	*Kirst & Wirt, Chs. 11-12 (45 p)* *Crawford, Ch. 5 (23 p)*
8	6/26	State role in education policy. Increasing state control over local	*Kirst & Wirt, Chs. 9 -10 (50 p)*

		schools. Key influences. State-level interest groups. **FOCUS SESSION #5**	*Crawford, Ch. 13 (20 p)*
9	7/1	State assessment policies affecting English language learners. High-stakes testing. New ESL student and teacher standards. *No Child Left Behind* & *scientifically-based – research* standard(federal interventions). **FOCUS SESSION #6**	*Crawford, Ch. 14 (23 p)* *Garcia & Kleifgen, Ch. 8 (14 p)* *Kirst & Wirt, Ch. 14 (22 p)*
10	7/3	Local policy making. Role of social values & public opinion. Role of the media. Elections and referenda. Involving parents in the education of their children. **Due July 5: Policy Brief, Part 2**. **FOCUS SESSION #7 today**	*Kirst & Wirt, Chs. 3 – 4 (58 p)* *Garcia & Kleifgen, Ch. 7 (10 p)*
11	7/8	Two-way bilingual education programs. Local school boards and politics. Mayoral control of schools.	*Crawford, Ch. 12 (21 p)* *Kirst & Wirt, Ch. 5 – 6 (47 p)*
12	7/10	Chief administrators. Micropolitics within schools. Charter schools and school choice.	*Kirst & Wirt, Chs. 7-8 (42 p)* *Kirst & Wirt, Ch. 13 (20 p)*
13	7/15	Alternative paths for educating bilingual children. Advocating for bilingual students and English learners. Peer Feedback on Final projects.	*Crawford, Ch. 9 (28 p)* *Crawford, Ch. 15 (20 p)* *Garcia & Kleifgen, Ch. 9 (17p)*
14	7/17	Future research needs in education politics. Roundtable discussion **on your Policy Briefs. Course evaluations. Feedback Forms - Final. Materials release forms.**	
15	7/22	Make-up Class – in case we need to miss one session, this is our scheduled final exam day. **Due today:**	

	Policy Brief – Part 3 – Final Policy Brief.	

Technology Requirements

1. Students will be asked to use a PC/MAC/laptop for preparing course papers, for accessing the course web site on MyMason/BlackBoard, and for contacting the instructor and classmates through email. **However, electronic devices *(personal or GMU property, including Ipads, tablets, E-readers, laptops, cell or smart phones) are not to be used during class for any purpose (checking email, surfing the Internet, chatting) other than taking notes and <u>only when other students are not leading a discussion or making a presentation to the class.</u>***

2. **Class Web Site:** Each student will access **MyMason (Blackboard)** using *his/her GMU email login name and password* to obtain course assignments, handouts, and other materials and also to submit course papers. The only way to access the class web site is through the MyMason portal **(http://mymason.gmu.edu)** on the Courses tab. **If you have problems logging in to MyMason,** please go to <mymason@gmu.edu> or call (703) 993-8870.

3. GMU EMAIL ACCOUNTS: Students must use their Mason email accounts 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/

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 storms, hurricanes, bad weather, or security emergencies, call 703
993-1000 or go to 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*

Free English Language Improvement Programs

Non-native speakers of English who would like to improve their English language skills are invited to attend the English Language Institute's free support services programs:

The English Conversation Program offers participants the chance to improve their speaking skills by meeting in a small group for English conversation practice each week. Each group is facilitated by a conversation leader. For more information or to sign up, contact Johanna Koh at jbyrne2@gmu.edu.

English Workshop Program offers seven, 12-week series, each focusing on different language skills. No registration is required for grammar, pronunciation, spelling, idiom and discussion workshops. Registration for public speaking and graduate writing workshops will be held at the first session.

For more information, contact Melissa Allen at malle2@gmu.edu or go to:
http://eli.gmu.edu/about/eli-support-services/

GMU Policies and Resources

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/

c. 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.

d. 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 [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that <u>all sound emitting devices shall be turned off during class</u> unless otherwise authorized by the instructor.

g. 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 [See http://writingcenter.gmu.edu/].

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Expectations for Students in this Course

HONOR CODE: NO PLAGIARISM.

Students must adhere to the guidelines of the George Mason University Honor Code (http://
oai.gmu.edu/honor-code/).   The principle of academic integrity is taken very seriously and violations
are treated as such.

What does academic integrity mean in this course? Essentially this: <u>when you are responsible
for a task, you will perform that task</u>. <u>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</u>.

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.

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 and not inserting a citation immediately following a
paraphrase of these words;

3. Working with another individual (who is in this class or not) to prepare your papers or projects (you
must write your own papers). Except for appointments to the GMU Writing Center, assistance with
writing papers for this class is not allowed. As a prospective LANGUAGE teacher, you are being
graded on your own ability to write papers.

Scoring Rubrics

(on next page)

Analytic Rubric for Focus Session

Score Points Domain	1	2	3	4
Accuracy	Provides little information from assigned readings, and most of it is inaccurate.	Provides only partial information with major inaccuracies.	Provides information that represents the assigned readings but with minor errors in accuracy or minor omissions.	Provides information that accurately represents the assigned readings.
Engagement	Does not actively engage participants.	Engages only some participants briefly and provides low-level thinking activities.	Engages most participants using a low-level thinking activity or for less time than that required.	Actively engages ALL participants in discussing the topic using higher-order thinking activities and the entire required time.
Applications & Connections	Does not relate assigned to recommended readings or to current events.	Relates assigned readings to few recommended readings or current events.	Relates assigned readings to each other and to recommended readings and current events but misses some connections.	Applies or relates assigned readings to each other and to recommended readings, as well as to current events.
Communication	Presents Powerpoint slides that are disorganized and difficult to follow, font is too small, slides are cluttered or wordy with numerous spelling errors or typos.	Presents Powerpoint slides that are disorganized, as well as being cluttered or wordy with many minor spelling errors or typos.	Presents Powerpoint slides that are clear but may be cluttered and/or wordy, with a few minor spelling errors or typos.	Presents Powerpoint slides that are clear and easy to read and provide information in a concise manner, with no spelling errors or typos.

Feedback:

Primary Trait Rubric for Part 1: Framing the Policy Issue

Score Points	1	2	3	4
Domain				
Clarity	Identifies a policy issue of minor importance to improving the educational achievement of ELLs and defines the issue with inaccuracies and incompletely.	Identifies a policy issue of importance to improving the educational achievement of ELLs and defines the issue with inaccuracies and incompletely.	Identifies a policy issue of high importance to improving the educational achievement of ELLs and defines the issue with some inaccuracies or incompletely.	Identifies a policy issue of current and high importance to improving the educational achievement of ELLs and defines the issue accurately and completely.

Feedback:

Primary Trait Rubric for Part 2: Rationale & History

Score Points Domain	1	2	3	4
Accuracy	Provides a rationale without a research base and with major inaccuracies or omissions and ineffectively uses historical background to support policy changes.	Provides a research-based rationale with major inaccuracies or omissions or ineffectively uses historical background to support policy changes.	Provides an accurate, research-based rationale for changes in policy using historical background to support it but has minor omissions or inaccuracies.	Provides an accurate, thorough, research-based rationale for changes in policy using historical background to support it.

Feedback:

Analytic Rubric for Part 3: Final Policy Brief

Score Points Domain	1	2	3	4
Accuracy	Provides little or mostly inaccurate information.	Provides information with many minor or few major inaccuracies.	Provides information that addresses the policy issue with minor errors in accuracy.	Provides information that consistently addresses the policy issue accurately.
Recommendations	Makes no or unsupported recommendations.	Makes recommendations but most are not based on research or analysis of history or legal background.	Makes the minimum number of recommendations, but some are not based on research or analysis of history or legal background.	Makes more than the minimum number of research-based recommendations based on analysis of history and legal background .
Information Sources	Uses information sources that are not required or recommended.	Uses few information sources, not a variety, and some of these are used ineffectively.	Uses information sources but may not use a variety, may use the minimum number, or may use one or more sources less than effectively.	Uses a variety of information sources effectively and goes beyond the minimum number.
Writing	Writes with ineffective organization and numerous major errors in word choice, grammar or syntax, or mechanics or uses no citations.	Writes with ineffective organization or consistent and major (basic) errors in word choice, grammar or syntax, or mechanics. Uses few citations.	Writes with effective organization but with minor errors in word choice, grammar or syntax, or mechanics. May use citations less than effectively to support arguments.	Writes with effective organization and few errors in word choice, grammar or syntax, or mechanics. Makes citations to assigned and recommended readings to support arguments.

Feedback: