



**LING 4700/6700-FOUNDATIONS OF DUAL LANGUAGE IMMERSION EDUCATION
(Spring 2014)**

Tuesdays 4:30-7:00 PM (201 OM)

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Office Hours: (209 OM) Tuesdays 2:00-3:30 PM & by appt.

COURSE DESCRIPTION AND COURSE OBJECTIVES

The primary goal of Foundations of Dual Language Immersion course is to provide prospective immersion teachers and practitioners with well-designed opportunities to gain a strong theoretical and practical background about dual language immersion education as a rapidly growing educational sector, as well as how dual language immersion is being implemented in the Utah context. This course is one of five courses required for the Dual Language Immersion Endorsement.

Four central themes have been used to provide a comprehensive framework for organizing knowledge, skills, resources and attitudes that are critical for the success of the prospective immersion teacher in the classroom. These four themes are:

1. Overview of Dual Language Immersion Education (historical, theoretical, research findings)
2. Overview of Program Models
3. Teaching and Learning Issues in Dual Language Immersion Programs
4. Challenges of Dual Language Immersion Programs (educational, political, social)

Course Goals

Students who successfully participate and complete the learning opportunities and assignments facilitated by this course will be able achieve the following course goals:

1. Students will be able to draw on their understanding of the historical overview of dual language immersion education to position and gain perspective on the current implementation of DLI education in Utah, the US and internationally.
2. The students will be able to identify, describe, analyze and discuss theoretical principles and research findings underpinning dual language immersion education.
3. The students will be able to identify, distinguish, describe, evaluate and discuss current models for implementing dual language immersion education.
4. The students will connect the theoretical principles and research findings covered in class with the core instructional strategies and practices in the DLI classroom.
5. The students will gain and articulate understanding of the challenges facing DLI program implementation

Suggested Text

Cloud, N., Genessee, F., & Hamayan, E. (2002). Dual language instruction: A handbook for enriched education. Boston, MA: Heinle/Cengage Learning. ISBN: 978-0-8384-8801-0.

Course Resources – Highly Recommended Materials

America Psychological Association (6th edition). 2010. *Publication manual of the American Psychological Association*. Washington, DC: Author.

(All the readings required for this course are available on Canvas as pdf documents)

Course Requirements And Expectations

- A. **Attendance: All students are required to arrive on time.** Only one absence may be unexcused. In the case of university excused absences, please notify your professor at least a week in advance.
"The first absence is without penalty. Beginning with the second absence, a student loses one-third of a letter grade per absence (for the final grade). That is, if the final grade is an A, it becomes an A- with the second absence, a B+ with the third absence, and so forth". When absent, students are responsible for the materials covered in class.
- B. **Preparation & Participation:** Students are expected to come to class prepared to reflect, discuss and ask questions about the readings and actively collaborate with peers during class activities.
- C. **Reading Reflections or Notes & Quotes:** A total of eleven (1–2 page(s) reflections or Quotes & Notes on the readings for each week will be due by the **beginning of class** – Tuesday at 4:30 pm. The Reading Reflection or Quotes & Notes should include the following: APA citation, summary of each article, and your synthesized reaction to all of readings. Students are required to bring a hard copy of these assignments for the different class discussions. Likewise, students are encouraged to take notes during class discussions and class presentations. Students are required to keep electronic copies of these materials for future reference.
- D. **Class Presentations:** Each student will be required to do two-power point presentations (**20/25 minutes**) on some readings, according to the schedule in the syllabus. Students will also conduct the class discussion on the different aspects presented. **Students are not required to write a Reading Reflection or Q&N on the chapter/article they present.**
- E. A **Group Presentation** on a specific DLI Model, including a handout which defines the model, identifies its tenets of DLI, showcases where the model can be found and cites an additional research article.
- F. **Classroom Observations:** During the semester students will observe at least **two** Dual Language Immersion classes and will complete a **typed** observation form for each of them. The observations have to be done prior to Unit 3.
- G. A **Voice Thread Presentation Project** intended to convey the student's viewpoints on a selected question or comment to a specified audience. This assignment will be submitted through CANVAS and the specifics will be discussed later in the semester.

Take-Home Exams

- **Undergraduate** students will have two take-home exams. These exams will be essay question type in which students will demonstrate both their comprehension and application of the theoretical and practical materials covered in class. Students will receive the questions one week in advance.
- **Graduate** students will take only the first take home exam; however, in addition, they will write a final paper for this course on a topic related to Dual Language Immersion Programs (see below).

Final Project and Final paper

Please note that both undergraduate and graduate students will be able to work in pairs for their final project or their final paper. However, it is expected that both students working as a pair make an equal contribution; therefore, they will receive the exact same credit.

- **Undergraduate** students will have to work on a final project related to the DLI (i.e. poster, research paper, pamphlet, video, etc.). Students need instructor's approval for their final project. Students will submit an abstract (150-200 words) of their final project for consideration to participate in the Annual LPCS Student Research Symposium. The specific details of this project will be discussed later in the semester.
- **Graduate** students will write a final paper for this course.
 - The Final Paper should be 12 to 18 pages in length, must include 15-20 **recent** bibliographic references, must follow the APA style, and must be submitted via e-mail as a Word 2010 document. The Final Paper must show they following:
 - A deep **understanding and reflection** of the theoretical concepts of the Dual Immersion Programs
 - **Abstract:** a 150-200 word abstract for consideration to participate in the *IV Lackstrom Linguistics Symposium* that will take place in June 2014. The abstract should explain the main objective of

the project, the most important findings, as well as the conclusions. **Note:** A version of this abstract can be also submitted for the Annual LPCS Student Research Symposium.

- The Final Paper needs to be accompanied by an **annotated bibliography**, according to the guidelines that Dr. Karin de Jonge-Kannan has provided in the portfolios course (blue handout).

Undergraduate Students:

Exams	40%
▪ 2 Take-home @ 20%	
Reading Reflections /Q & N	15%
Class-observation	10%
Class presentations (2@5)	10%
Group presentation	5%
Voice thread	5%
Final project	10%
▪ Abstract Submission LPCS 5%	

Graduate Students:

Take-home exam	15%
Reading Reflections /Q & N	10%
Class-observation	10%
Class presentations (2@5)	10%
Group presentation	5%
Voice thread	5%
Final Paper (including AB)	30%
▪ Abstract Submission (LS) 5%	
▪ First version Final Paper 10%	

Paper Guidelines

ALL PAPERS should be typed with Times Roman 12-point font. Please look at the APA writing format (which is standard in field of educational research) and begin to familiarize yourself with it. Part of this includes proper references of citations, correct structuring of the reference page, and numbering each page. Every paper you turn in should have appropriate references from the class readings or outside readings that help support your arguments.

GRADING SCALE

93-100 % = A	87-89% = B+	77-79% = C+	60-69% = D
90-92% = A-	83-86% = B	73-76% = C	0- 59% = F
	80-82% = B-	70-72% = C-	

ACADEMIC DISHONESTY

All work for this class should reflect YOUR work or that of you and the members of your study group. Please see the official USU Student Code for definitions and sanctions regarding academic dishonesty:

<http://catalog.usu.edu/content.php?catoid=3&navoid=265>

STUDENTS WITH DISABILITIES

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructors before August 20, 2011. Please provide the necessary documentation from the Disability Resource Center (online at: <http://www.usu.edu/drc/>) to validate the need for the accommodation.

CLASS SCHEDULE				
Unit	Date	CONTENT	READINGS DUE	ASSIGNMENTS DUE
<i>Overview of Dual Language Immersion Education (historical, theoretical, research findings)</i>				
1	Jan 7	Introduction; Second Language Acquisition	none	
	Jan 14	Second Language Acquisition (cont.); Origin and development of second language education	<ul style="list-style-type: none"> Lightbown and Spada (2006), <i>How Languages are Learned</i>, Chapter 7 	<ul style="list-style-type: none"> Reading Reflection (Q&N) (using template)
	Jan 21	Historical perspectives on bilingual/dual language immersion education	<ul style="list-style-type: none"> May (2008), <i>Bilingual/immersion education: What research tells us</i> Crawford (2003), <i>Hard sell: Why is bilingual education so unpopular with the American public?</i> Cloud et al. (2000), <i>Dual language instruction</i>, Chapter 1 	<ul style="list-style-type: none"> Reading Reflection (Q&N)
	Jan 28	The French model of dual language immersion and the needs for the global world	<ul style="list-style-type: none"> Swain & Lapkin (2005), <i>Evolving immersion context in Canada</i> Genesee (2008), <i>Dual language in the global village</i> 	<ul style="list-style-type: none"> Reading Reflection (Q&N)
Overview of Program Models				
2	Feb 4	Critical features of DLI education; One & two-way programs	<ul style="list-style-type: none"> Christian (2010), <i>Dual language education (Chad)</i> Fortune & Tedick (2008), <i>One-way, two-way and indigenous immersion: A call for cross fertilization (Ryan)</i> Collier & Thomas (2004), <i>The astounding effectiveness of dual language education for all (Jessica)</i> 	<ul style="list-style-type: none"> Reading Reflection (Q&N) First Take-Home Exam (Due on Friday Feb 7 @ midnight. It must be sent by e-mail as word document)

	Feb 11	Indigenous, heritage, L3, and secondary immersion	<p>Read articles assigned to your group:</p> <ul style="list-style-type: none"> • Indigenous: <ul style="list-style-type: none"> ○ Fishman (1996), <i>What do you lose when you lose your language?</i> ○ Song (2007), <i>Hawaiian language making strong comeback</i> (Jennie, Jenna & Marialuisa) • Heritage: <ul style="list-style-type: none"> ○ Ó Duibhir (2009), <i>The spoken Irish of sixth-grade pupils in Irish immersion schools</i> (Lorena & Makae) • L3: <ul style="list-style-type: none"> ○ Björklund & Mård-Miettinen (2011), <i>Integrating multiple languages in immersion: Swedish immersion in Finland</i> ○ Björklund & Mård-Miettinen (2009), <i>20 years of Swedish immersion in Finland</i> (Nadiya, Nouf, & Ryan) • Secondary <ul style="list-style-type: none"> ○ Bearse & de Jong (2008), <i>Cultural and linguistic investment: Adolescents in a secondary two-way immersion program</i> ○ Montone & Loeb (2003), <i>Implementing two-way immersion programs in secondary schools</i> (Aliza, Jessica, Yasmine & Chad) 	<p>Prepare group presentation with one page handout to be distributed to all your classmates:</p> <ul style="list-style-type: none"> • Define the model • Tenets for fitting under DLI • Where can this model be found • Research second article • Article citation
Feb 18 No class Monday Schedule				

	Feb 25	The Utah Dual Language Immersion Model	<ul style="list-style-type: none"> Roberts & Wade (2012), <i>Utah's quest to mainstream dual language immersion for all students</i> (Lorena & Makae) Leite (2013), <i>Mainstreaming dual language immersion: The Utah model for replicable and sustainable language education</i> (Jenna & Jennie) 	<ul style="list-style-type: none"> Reading Reflection (Q&N)
Teaching and Learning Issues in Dual Language Immersion Programs				
3	March 4	Core instructional principles, strategies, and practices of DLI education	<ul style="list-style-type: none"> none 	<ul style="list-style-type: none"> Complete Classroom Observations
Spring Break March 10-14				
	March 18	Attending to second language development, procedures and routines of whole group instruction	<ul style="list-style-type: none"> Met (2008), <i>Paying attention to language; Literacy, language and academic achievement</i> (Marialuisa) Cloud et al. (2000), <i>Dual Language Instruction</i>, Chapter 4 (Aliza) 	<ul style="list-style-type: none"> Reading Reflection (Q&N)
	March 25	Teaching literacy	<ul style="list-style-type: none"> Beeman & Urrow (n.d), <i>Initial Literacy Instruction in Dual Language Programs: Sequential or Simultaneous?</i> (Nadiya) Beeman & Urrow (2013), Chapters 5, 6, 7, 8 (Nouf, Yasmine, Jennie & Makae) De Courcy (2002), <i>Reading and Writing</i> (Lorena) Fisher (2004), <i>Reading Support for Primary Immersion Students</i> (Jenna) 	<ul style="list-style-type: none"> Reading Reflection (Q&N)
	April 1	Content-based instruction, lesson planning	<ul style="list-style-type: none"> Hamayan et al. (2013), <i>Dual Language Instruction from A to Z</i>, Chapter 4,5 (Jessica & Ryan) 	<ul style="list-style-type: none"> Reading Reflection (Q&N) Second Take-Home Exam and First version of Final Paper for Graduate students (Due on April 4 @ midnight. It must be sent by e-mail as word document)

Challenges of Dual Language Immersion Programs (educational, political, social)

4	April 8	Struggling learners	<ul style="list-style-type: none"> Fortune (2010), <i>Struggling Learners</i>, Chapters 2 & 3 (<i>Chad & Nouf</i>) 	<ul style="list-style-type: none"> Reading Reflection (Q&N)
	April 15	Advocacy	<ul style="list-style-type: none"> Hamayan et al. (2013), <i>Dual Language Instruction from A to Z</i>, Chapter 2 (<i>Yasmine</i>) Cloud et al. (2000), Chapter 9 (<i>Aliza</i>) 	<ul style="list-style-type: none"> Reading Reflection (Q&N)
	April 22	Addressing the challenges of implementing DLI programs	<ul style="list-style-type: none"> Walker & Tedick (2000), <i>The complexity of immersion education: Teachers address the issues</i> Unger (2001), <i>Equalizing the status of both languages in a dual immersion school</i> (<i>Marialuisa & Nadiya</i>) Last Day of classes 	<ul style="list-style-type: none"> Reading Reflection (Q&N) Voice Thread with outline (on Canvas) Final paper and Final project are due on Friday during finals week