

LING 4700/6700

FOUNDATIONS OF DUAL LANGUAGE IMMERSION

Spring 2017: T 4:30-7:00 PM Distance
ED 109

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Office Hours: T 7:00-9:00 PM

COURSE DESCRIPTION & OBJECTIVES

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

CENTRAL THEMES

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:

1. Overview of DLI Education (historical, theoretical, research findings)
2. Overview of Program Models
3. Teaching and Learning Issues in DLI Programs
4. Challenges of DLI (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 goals:

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

IDEA CENTER STUDENT EVALUATION: LEARNING OBJECTIVES

- Learning fundamental principles, generalizations or theories
- Gaining factual knowledge (terminology, methods, trends)
- Learning how to find and use resources
- Developing specific skills, competences, and points of view needed by professionals in the field

You will accomplish these objectives by participating in class and carrying out the diverse tasks and activities developed for this course (readings, presentations, writing reports, etc.)

SUGGESTED TEXT

- Cloud, N., Genessee, F., & Hamayan, E. (2002). *Dual language instruction: A handbook for enriched education*. Boston, MA: Heinle/Cengage Learning.
- (All the readings required for this course are available on Canvas as pdf documents)

COURSE REQUIREMENTS & EXPECTATIONS

A. Attendance: All students are required to arrive on time. Only one absence may be unexcused without penalty. In the case of university excused absences, notify your professor at least a week in advance. Beginning with the second absence, a student loses 1/3 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, etc. When absent, students are responsible for the materials covered in class.

B. Preparation & Participation: Students must come to class prepared to reflect, discuss, and ask questions about the readings and actively collaborate with peers during class activities.

C. Graphic Organizers: Students are required to complete (**typed**) a 1–2 page(s) Graphic organizer on the readings for each week (no more than 2 articles per week). These responses/reflections will be due by the **beginning of class** and **must** include the following: APA citation for each article, main topic and key points, arguments and support provided by authors, etc. Students are required to bring a hard copy of these and **take notes** during class discussions. Students are required to keep electronic copies of these materials for future reference.

D. Class Presentations: Students will be required to do a 20/25-minute PowerPoint presentation on a reading which includes conducting a discussion on the different aspects presented. **Students are not required to do a graphic organizer on the chapter/article they present.**

E. A Group Presentation on a specific DLI Model, including a handout that defines the model, identifies its tenets of DLI, showcases where the model can be found and cites an additional research article.

F. Classroom Observations: Students will observe at least **two** Dual Language Immersion classes and will complete a **typed** observation form for each of them to be submitted on canvas. The observations have to be done prior to Unit 3 (no later than Friday, Feb 27)

G Teaching Demonstrations: Each student must do a 20-minute lesson in their instruction language or a foreign language to teach the class an aspect of art, history, math, social studies, literature, etc. This allows students to practice teaching in a DLI format. Lessons will be evaluated and students will write a one-page reflection on their experience.

IMPORTANT DATES (submissions on Canvas)

1st Take-Home Exam (Sat. Feb 4@ midnight)
2nd Take-Home Exam (Sat. April 1@ midnight)
1st Version of Final Paper for GS (April 9 @ midnight)
LPCS Abstract Submission TBA
Final Paper and Final Projects (April 27, 2017)

FINAL PROJECT AND FINAL PAPER

Please note that both undergraduate and graduate students will be able to work in pairs (no more than 2) 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 complete a video project that is 3-5 minutes, very well done, and educates the world about DLI, the OPI, or a related topic.
- **Graduate** students will write a final paper for this course.
 - The Final Paper should be 15 to 18 pages in length, must include 15-20 **recent** bibliographic references, must follow the APA style, and must be submitted on Canvas as a Word 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 *VI Lackstrom Linguistics Symposium* that will take place in Fall 2017. 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 (Date TBA).
 - 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/see MSLT portfolios).

Undergraduate Students:

Exams	45%
▪ 1st Take-home	20%
▪ 2 nd Take-home	25%
Reading Reports	15%
Class-observations	10%
Presentation and teaching demonstration	10%
Group presentation	5%
Final project (Strategies, video)	10%
Video about DLI/related topic	5%

Graduate Students:

Take-home exam	15%
Reading Reports	10%
Class-observations	10%
Presentation and Teaching demonstration	10%
Group presentation	5%
Final Paper (including Anno Bib)	35%
FP (25%; AnnBibl. (10%))	
▪ Abstract Submission (LPCS)	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 classes start. Please provide the necessary documentation from the Disability Resource Center (online at: <http://www.usu.edu/drc/>) to validate the need for the accommodation.