Survey Issues in Bilingual and Second Language Education

DEPARTMENT OF TEACHER EDUCATION
UNIVERSITY OF TEXAS AT EL PASO

Spring Semester 2014

Monday 5:30 pm – 8:20 pm * SISD

Dr. Elena Izquierdo, Faculty
EDUC 611- 747-7595
Email: Black Board

COURSE INFORMATION
BED 5331* **Survey Issues in Bilingual and Second Language Education**
3 Credit Hours
Language(s) of Instruction: English

COURSE DESCRIPTION: Graduate Catalogue
Survey Issues in Bilingual and Second Language Education (3-1)
Focus on the discourse of diverse paradigms in Bilingual/ESL Education. Includes discussion of current pedagogical, theoretical, historical, legislative, and other issues in the field. Identification of program models in Bilingual/ESL Education, including their philosophical foundations, instructional frameworks, and the planning and design of program evaluation.

COURSE PURPOSE
This course provides students with the foundations and knowledge base necessary for understanding, analyzing, and critiquing the historical, political, legal, social, cognitive, global, and pedagogical aspects of Bilingual and Second Language Education. Theories and concepts in Bilingual/Second Language Education will be reviewed and discussed in terms of their application and effectiveness in social and academic settings. There will be a strong focus promoting and supporting their academic success and the role of the L1 in English and academic development.

Course Objectives

The objectives of this course and what occurs within are to understand, analyze and articulate the research and practices of the following:
- History of bilingual education and the education of English and second language learners in the United States;
- Language and discourse diversity in various social and educational contexts;
- Second language acquisition theory and the nature of language;
- Sociopolitical nature of bilingual education and the implications in policy formation and pedagogical development in the schooling of English and second language learners; and
- Local, state and federal laws and policy regarding the education of English language learners

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COLLEGE'S CONCEPTUAL THEME
This course aligns with the University and College of Education's mission and vision in addressing the preparation of educators and researchers with a special emphasis and support for the education of linguistically and culturally diverse border region settings.

CLASSROOM POLICIES
- All students are expected to be prepared and check **Black Board on a daily basis** for emails and to post assignments, discussions, quizzes/tests etc.
- Participation in discussions and group activities is required on time.
- All responses in discussions, reflections, and writing assignments must be well thought out and appropriate for each topic that is discussed. All writing needs to be organized, clear, grammatical, and must include correct forms for citations and references. Use the following link as your resource: http://owl.english.purdue.edu/owl/resource/560/01/
- Students are responsible for working with their groups and maintaining a high level of professionalism and respect for one another as we engage in discussions and group work.

Academic Dishonesty:
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.
Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

Students with Disabilities:
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the

instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at Web: http://www.utep.edu/dsso/ Phone: (915) 747-5148 voice or TTY FAX: (915) 747-8712 E-Mail: dss@utep.edu

REQUIRED TEXT AND READINGS

Collier, V. P., & Thomas, W. P. (2009). *Educating English Learners for a Transformed World*. Albuquerque, NM: Dual Language Education of New Mexico Fuente Press.

http://www.amazon.com/Educating-English-Learners-TransformedWorld/dp/0984316906/ref=sr_1_1?ie=UTF8&qid=1338505377&sr=8-1
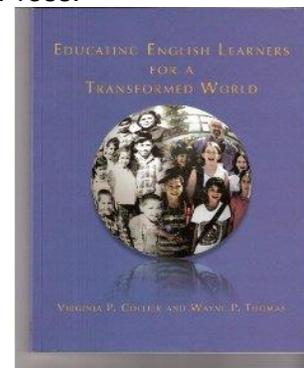
Garcia, Ofelia, Kleifgen, Jo Anne & Falchi, Lorraie (2008). From English Language Learners to Emergent Bilinguals. Teahcers College, Columbia University: Equity Matters: Research Review No. 1.
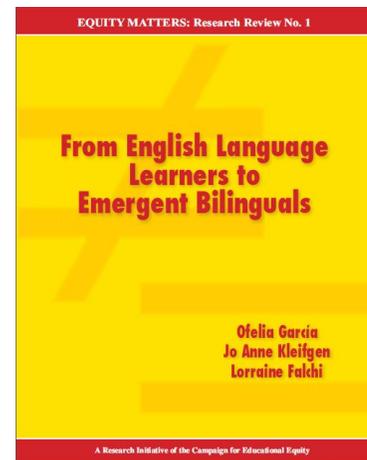
OTHER REQUIERED READINGS ON BLACKBOARD

- **[Introduction pp.1-18; Chapter 5 pp.251-321]**
  California Department of Education (2010). *Improving Education for English Learners: Research - Based Approaches*. Sacramento, CA: CDE Press.

- **[pp.3-19]** Collier, V.P. (1995). *Promoting Academic Success for ESL Students: Understanding Second Language Acquisition for School.* Woodside, NY: Bastos Educational Publications.

- **[pp.8-44]** Goldenberg, C. (2008). Teaching English Language Learners: What the Research Does-and Does Not-Say. *American Educator*, 8-44.
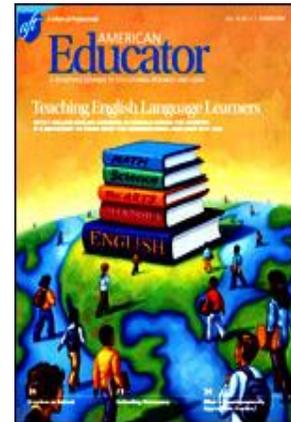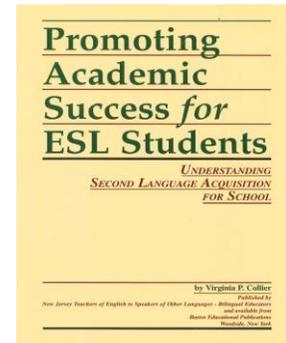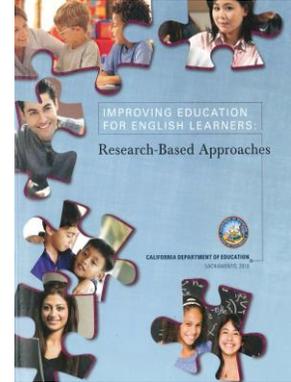
- **[Chapter 7 pp. 160-172]** Izquierdo, E. (2011). Two Way Dual Language Education. In R.R. Valencia (Ed.), *Chicano School Failure and Success: Past, Present, and Future*, (pp. 160-172). New York, NY: Routledge.
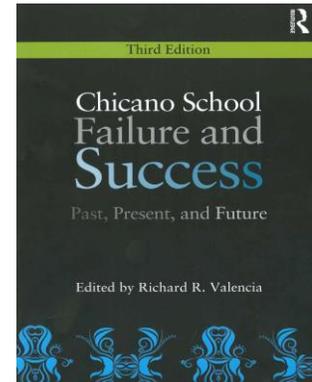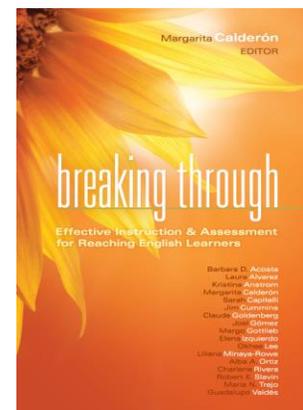
- **[Chapter 11 pp. 206-222]** Izquierdo, E. (2012). Leadership Matters for Learning English and Learning in English. In M. Calderón (Ed.), *Breaking Through: Effective Instruction & Assessment for Reaching English Learners* (pp. 207-227). Bloomington, IN: Solution Tree Press.

- **[pp. 1-56]** Olsen, L. (2010). *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*. Long Beach, CA: Californians Together.
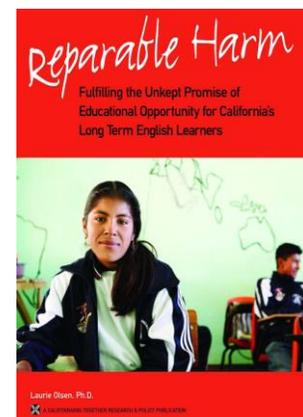
  Executive Summary ⬇ **download** Press Release ⬇ **download**

- **[Chapter 2 pp. 40-85]** Ovando, C.J., Collier, V. P., & Combs, M. C. (2003). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts (3rd ed.).* New York: McGraw-Hill.
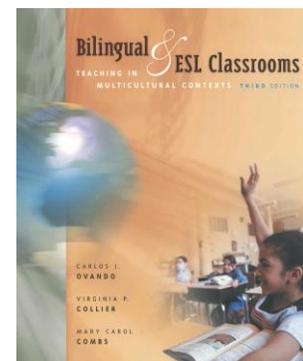
ADDITIONAL READINGS – As needed, to be posted.

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Websites:

www.tea.state.tx.us- Texas Education Agency-TEKS, ELPS, TELPAS, Assessment, LPAC, SBEC
www.elltx.org- ELL Web Portal
http://www.capitol.state.tx.us/ - Texas Online Legislature (My TLO)
www.epsilen.com – Project Share
www.tejaslee.org – Tejas Lee Assessment
www.tsusmell.org/ - Bilingual/ESL Resources for Math & Science
www.tamucc.edu/ - Bilingual/ESL Resources
www.ncela.gwu.edu/ - Bilingual/ESL Resources
www.idra.org/ - Bilingual/ESL Resources
www.cal.org/ - Bilingual/ESL Resources
http://txcc.sedl.org/ - Bilingual/ESL Resources
http://ies.ed.gov/ncee/wwc/ - What Works?
http://crede.berkeley.edu/ - Bilingual/ESL Resources
www.colorin.colorado.org – Bilingual Resources
www.colorado.edu/education/BUENO/ - Bilingual/Special Education Resources

Recommended Texts:

- ❖ *Cardenas, Jose Dr., Multicultural Education-A Generation of Advocacy(Simon & Schuster)*
- ❖ *Crawford, James (1995) Bilingual Education: History, Politics, Theory.*
- ❖ *Cummins, Jim (2001) Language, Power and Pedagogy.*
- ❖ *Ovando, C.J. & Collier, V.P. (1985) Bilingual and ESL Classrooms: Teaching in Multicultural Contexts.*
- ❖ *Valenzuela, Angela (1999) Subtracting Schooling U.S. Mexican Youth & the Politics of Caring*
- ❖ *Darling-Hammond, Linda (2010) The Flat World and Education How America's Commitment to Equity will determine Our Future.*

GRADING SCALE:

Points will be based on assignments/project/quizzes turned in on time and on the quality of each assignment.

ASSIGNMENTS	POINTS
1. 2 Lead Group Discussions (5 points each)	10
2. 2 Critiques on assigned readings	10
3. Campus Profile	30
4. Policy/Bill Research Brief	40
5. Final Exam	10
TOTAL POINTS	**100**

A   **90-100**
B   **80-89**
C   **60-69**
F   **Below 60**

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## Organizing and Leading a Discussion

You will organize and lead the discussion of the assigned reading for that day. You will begin with a 5 question Multiple Choice Quiz you will develop and use a part of your lead discussion. You will administer this quiz in any format to your classmates at the beginning of your presentation. These quizzes will be based on the readings for that day. In addition you may bring questions that promote discussion; you may provide comments and examples to explain difficult points; expand main points connecting to related literature, and/or bring a small activity designed to better understand the readings. You will be in charge of a 40 minute discussion. You will be the organizer and lead discussant, but all students in class need to participate.

Rubric for Lead Discussion

Criteria	4-5	2-3	0-1
Beginning	Discussion begins with an introduction about the readings. Based on that, leaders propose questions or statements that engage students in the discussion encouraging them to refer to the readings and reflect on the main points.	Discussion begins with an introduction not clearly related to the readings. Leaders have difficulty engaging participants in discussions, readings, and reflections.	Discussion does not begin with an introduction about the readings. The leader does not propose questions or statements that engage students in the discussion.
Follow-up comments	Leaders make comments on classmates' opinions and help participants focus on the discussion points according to the original goal of the question/statement.	Leaders do not always consider classmates' opinions as needed and do not always help participants focus on the discussion points according to the original goal of the question/statement.	Leaders do not take under consideration the classmates' opinions. Leaders do not focus or help the participants stay on the discussion points according to the original goal of the question/statement.
Closing	Discussion ends with a summary /conclusion about the questions/ statements that start the discussions taking into consideration classmates' opinions.	Discussion ends with a summary/conclusion not completely related to the questions, discussion and classmates opinions.	Discussion does not end with a summary /conclusion about the questions/ statements that start the discussions taking into consideration classmates' opinions.
Facilitation Skills	Discussion leader is well prepared, demonstrates facilitation skills such as eye contact, active listening, paraphrasing, summarizing and redirecting the questions	Discussion leader shows some preparation and facilitation skills such as eye contact, active listening, paraphrasing, summarizing and redirecting the questions	Discussion leader is not prepared and does not demonstrate facilitation skills.
Organization and Presentation	Leader uses a great variety of resources to help understand and engage students' in the discussion.	Leader uses some resources to help understand and engage students' in the discussion.	Leader does not use resources to help understand and engage students' in the discussion.

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Critique

To write a critique of a text is to analyze and evaluate it, not just summarize or synthesize. A summary merely reports what the text said; that is, it answers only the question, "What did the author say?" A critique, on the other hand, analyzes, interprets, and evaluates the text, answering the questions How? Why? and How Well? A critique does not necessarily have to criticize the piece in a negative sense. Your reaction to the text may be largely positive, negative, or a combination of the two. It is important to explain why you respond to the text in a certain way. Therefore, the critique is a rigorous critical reading of a text (e.g., article, chapter, passage). No more than 250 words for the concise critique to include an opening statement.

Rubric for Concise Critique

Criteria	4-5	2-3	0-1
Knowledge of Content	Solid knowledge and understanding of the issue to be critiqued is demonstrated.	Good knowledge and understanding of the issue to be critiqued is demonstrated.	Weak knowledge and understanding of the issue to be critiqued is demonstrated.
Critical Thinking	Strengths and weaknesses that are central to the article are addressed.	Strengths and weaknesses that are peripheral to the article are addressed.	Strengths and weaknesses are addressed peripherally or not at all.
Communication Accuracy	Clear and organized; has required length; and no grammatical errors, typos or APA error.	Organized; has less words than required; and has few grammatical errors, typos and APA errors.	Not well organized and not clear; required length is not met; and has many grammatical errors, typos and APA errors.

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Campus Profile

You will develop a campus profile for your campus. The campus profile ***should not be*** one that has already been created by the district or campus. It will be one that is created by you utilizing the campus and district information. The campus profile must include an introduction of the campus which will include historical information, property wealth, district/campus size, ESC Region, community type, and tax rate. You will include the components delineated in the campus profile rubric described below.

Campus Profile Rubric

Criteria	4-5	2-3	0-1
Campus Introduction	Solid knowledge and understanding of the campus is illustrated including historical information about the campus.	Good knowledge and understanding of the campus, historical information limited.	Weak knowledge and historical information not included.
Demographics	All demographics are present to include charts, graphs and tables.	Some demographics are included and some graphs included.	Demographics are not included and no charts or graphs are presented.
Accountability Systems	Both state and federal accountability systems are present and reported; tables and or charts are included to illustrate systems and results.	Not all of the accountability systems are included. Some tables/charts present	Accountability systems are not addressed and no charts/tables included .
Campus Programs	All campus programs are clearly described and includes the function, purpose and target population.	Some programs are included and are vaguely described.	No programs are identified.
Achievements	All campus achievements are described in detail and provide a rational for the achievement.	Some achievements are included but vaguely described.	No achievements are identified.
Parental Involvement Opportunities	All campus parental involvement opportunities are described to include the purpose, frequency, and effectiveness of the opportunities.	Some parental involvement opportunities are described but not all information is included such as frequency	No parental involvement opportunities are identified.

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Policy/Bill Brief

Guidelines For Legislative Brief

This requires extensive research and a thoughtful and succinct synthesis. Unlike your typical writing, a policy brief demands brevity, providing the reader with a sense of available policy options. This does not mean leaving out important ideas; rather, it means being concise. Although a number of audiences could be targeted for such briefs (e.g., school officials, donors, etc.), yours will be geared to a senator or representative in the Texas State Legislature. It will further address a policy issue pertinent to the current session. Select a policy/bill being introduced. You will need to go to the following website:

http://www.capitol.state.tx.us

On this website you will click on "Track Legislation with Bill Lists under My TLO. When you get to this page you will fill out the information. You will only track bills that relate to Education. You can also set it up where you receive alerts of the certain Bill you have selected. Since this is a Legislative Year and you will only write one policy brief so select carefully. You will also be mailing this brief to the person addressed.

Your policy brief should consist of the following elements:

1. **On your first page**, the words, "Policy Brief" should appear on top, followed by the title and your name and date.
2. Also on this page is your **Executive Summary.** This should be single spaced and approximately 100-150 words, indicating your audience, e.g., "To the Honorable Senator Gonzalo Barrientos on the Subject of …"
3. **Short Statement of the Issue/Problem.** You may assume that your audience (i.e., legislative staff) is already familiar with your topic. *Examples:*
   a. *Should* the University of Texas place a cap on the Top Ten Percent Plan?
   b. *Should* limits on tuition de-regulation be placed on universities?
   c. *How should* fiscal accountability from universities be maintained?
   d. *When should* the school year start-date begin?
4. **Background of the problem:** Your goal here is a succinct summary of the problem that you have researched well. Note: Do not use the bulk of your brief to say why "X" is a problem. You want to write in a straightforward manner by being succinct and working straight toward a solution.
5. **Your interest in the problem, explaining why the issue matters.** Specify why it matters for all Americans, a specific group, or the organization that you represent.
6. **Existing policies:** Explain what policies currently have bearing on the issue and what has been done.
7. **Provide the reader with policy options or alternatives:** Provide the legislator with 3-5 policy options, including ones that may be very unrealistic. The idea here is to provide a thoughtful rendering of the issue. Also, keep the number of options to a limit in order to not risk overwhelming the legislator or their legislative staff.

8. **The pros and cons of each policy option:** Bullets work well here. Very frequently, though not always, the policy that you (your organization) wishes to pursue will show that the pros outweigh the cons in the policy option that you pursue. By this point in your policy brief, however, the force of your analysis will help you to appear thorough and reasonable.

9. **Recommendation:** Chose one policy option that you as an individual ethically and logically defend or, if applicable, one that reflects the position of the organization on whose behalf you are submitting this brief. Do not be wishy washy as you must take a stand.

10. **Sources:** This can either be a list of references or an annotated bibliography where you provide a brief (3-4 sentence description) of the book or article. Include pertinent, professional on-line sources (with web address and date of retrieval), personal interviews, and personal communication sources as applicable.

Final Comments

1. **Avoid jargon**. This will help you to reach a wide audience.

2. **Anticipate questions:** Before turning your policy brief into me, I recommend that you get 1 or 2 other students to read your policy brief. This will help you to clarify your points and perspective.

3. **Final editing stage:** Once you have a near-final draft of your policy brief, you must spell check, grammar check, and also proofread your memo. These checks can be very helpful but are no substitute for a careful reading of your brief.

4. **Appendices:** Feel free to use appendices if you think that they are necessary. Dense, numerical displays, for example, are not appropriate for the body of your policy brief; however, they may be appended.

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Rubric for Policy Brief

Criteria	Strong	Average	Weak
Title (2 points)	The title is relevant, portrays the problem at hand, and is descriptive and catchy.	The title is relevant, but may not portray the problem effectively, or may sound too dry.	The title is not relevant and does not portray the problem at hand.
Executive Summary (4 points)	The executive summary provides a clear description of the problem addressed, includes a statement on why the current approach or policy needs to be changed and recommends a course of action based on fact and evidence.	The executive summary does not describe the problem clearly, includes a statement of current policy but not why it should be changed, or doesn't offer a plan of action that would follow.	The executive summary is missing one or more of the components listed, is written in a way that is confusing to the reader, or does not accurately portray facts.
Context and importance of the problem (10 points)	The context provides a focus for the policy brief, includes a succinct overview of the root causes of the problem, links these causes to models, and provides a statement of policy implications that are relevant and of current importance	The context is unfocused, lengthy, provides few links to models, is not convincing or does not convey immediate relevance.	The context is completely unfocused and does not use models to support evidence of a problem, does not provide clear policy implications, or seems irrelevant.
Critique of policy option(s) (10 points)	The policy options are overviewed in a clear and readable format, an argument is provided to illustrate why each current policy is failing, recognizes multiple opinions in the debate and provides evidence of credibility.	Fewer than three policy options are presented, the included policy options are presented in a confusing format, the argument fails to illustrate why the current policy is not working, or only one side of the debate is presented.	Policy options are not clearly named or distinguished from one another, no argument is presented as to why the current policy is failing, or the argument lacks credibility.
Policy recommendations (10 points)	The policy recommendation(s) is broken down into specific practical steps or measures to be implemented, each recommendation re-emphasizes the importance of action and a conclusion is offered that brings together all previous elements of the policy brief.	The policy recommendation is difficult to follow, is not practical to implement, fails to emphasize the importance of action, or the conclusion does not wrap up the policy brief neatly.	The policy recommendation is impractical, impossible to implement or of little importance, the conclusion is missing or does not accurately reflect the argument made in the other parts of the policy brief.

Appendices/Sources cited (4 points)	The bibliography is detailed, follows the correct academic format and includes at least three different types of sources (journal article, newspapers, policy briefs, government documents, books…)	The bibliography is not in the correct academic format, or uses fewer that three different types of sources.	The bibliography is incomplete or missing, sources are not credible or appropriate to the policy.

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Week	Text/Topic Description Chapters/Articles	Assignment/Assessment due
January 26	**-**Introductions -Expectations of course -Distribution of materials; Reader-From English Language Learners to Emergent Bilinguals*; Course Text-Educating English Language Learners*	**Read – From English Language Learners to Emergent Bilinguals**
	Chapter 89. Adaptations for Special Populations; Subchapter BB Commissioner's Rules Concerning State Plan for Educating English Language Learners; Review Policy Brief	**Activity;** How does knowing chapter 89 help you understand state policy regarding ELLs? **What are Emergent Bilinguals?** **What are some of the highlights from Part II History of Education Policies?**
Feb 3	**[Read Chapter 1 pp. 0-7]** Collier, V. P., & Thomas, W. P. (2009). *Educating English Learners for a Transformed World.*	**Activities:** Gallery Walk on Chapter 89; Overview of ESEA; Pre-test on LPAC; Discuss course syllabus **Who are linguistically diverse** students and English language learners (ELLs)? Discuss why there is a need to transform U.S. schools?
	[Read Chapter 2 pp. 8-16] Collier, V. P., & Thomas, W. P. (2009). *Educating English Learners for a Transformed World.*	**Activities:** Landmark court cases; Review LPAC Process; **What court decisions, federal legislations, and state legislations** have influenced the politics of the field of bilingual/ESL education? Is your school district in compliance with all state and federal regulations regarding English learners?
10	**[Read Chapter 3 pp. 18-29]** Collier, V. P., & Thomas, W. P. (2009). *Educating English Learners for a Transformed World.*	**Activities;** OLPT, TELPAS, Early Reading Assessments,TAKS/STAAR, Exit Criteria **How long does it take** to close the gap when schooling is only in English or when schooling is in the student's primary language and English?

17	**[Read Chapter 4 pp. 30-45]** Collier, V. P., & Thomas, W. P. (2009). *Educating English Learners for a Transformed World*.	**Activities:** AMAOs**,** PBMAS, Program Models According to the **Prism Model** and article below, why does it take a bilingually schooled student from four to seven years to reflect proficiency in the second language?
24	**[Read Chapter 5 pp. 46-69]** Collier, V. P., & Thomas, W. P. (2009). *Educating English Learners for a Transformed World*.	**Activities:** Sheltered Instruction; Building Academic Vocabulary and Structure Academic Discourse What are some characteristics of effective programs and how do these accelerate the ELLs growth and minimize the academic achievement gap? Analyze the different types of program presented in this chapter. Identify similarities and differences among them. Analyze a program in your school district. Do the characteristics of the program match with the type of program they claim to be?
Mar 3	**Research Policy Brief and Campus Profile**	
	[Read Chapter 6 pp. 70-85] Collier, V. P., & Thomas, W. P. (2009). *Educating English Learners for a Transformed World*.	**Activity:** Sheltered Instruction; Building Academic Vocabulary and Structure Academic Discourse continued. **What misinformation about ELLs are present in your school?** Provide a myth that you have heard about ELLs and schooling. Do not repeat what others in your group have said. What is meant by "enrichment programs?" What are some policy implications for schools to transform to enrichment programs?
	[Read Chapter 7 pp. 86-93] Collier,	Provide your own **vision of a**

V. P., & Thomas, W. P. (2009). *Educating English Learners for a Transformed World.*

transformed school.

Student Learning Outcomes and Assessments	
By the end of course, the student will be able to:	*To evaluate these outcomes, the faculty member will use the following assessment procedures:*
a. *Analyze*, and *apply* their understanding of bilingualism in classroom, curriculum, and individual student teaching and learning contexts. A*nalyze* their understanding of the history of bilingualism and bilingual education in the U.S. and how the *application* of such knowledge can relay the power and importance of language, multilingualism, and its global reach. b. Demonstrate a deeper understanding of historical and political foundations of bilingual education by evaluating and analyzing court cases related to bilingual education.	a. Course graded readings and assignments; b. Discussion/Blog c. PPT Presentation d. APA Paper on Presentation
c. Demonstrate a deeper understanding of factors that affect ESL students' learning by engaging in discussions about language and discourse diversity in various social and educational contexts.	a. Course graded readings and assignments; b. Discussion/Blog c. PPT Presentation d. APA Paper on Presentation
d. Demonstrate a deeper understanding of the processes of first and second language acquisition by comparing and contrasting	a. Course graded readings and assignments; b. Discussion/Blog c. PPT Presentation

elements of language acquisition terms within the framework of personal anecdotal examples. e. E*valuate* the various theories of bilingualism and cognition and *relate* these understandings to their *application* to teaching, learning, and curriculum development.	d. APA Paper on Presentation
f. Demonstrate a deeper understanding of factors that affect ELL students' learning of academic content by accessing research that supports strategies appropriate for ELL students. g. Examine the research about providing effective accommodations in the learning environment for ELL students that integrate language and content/subject-matter learning.	a. Course graded readings and assignments; b. Discussion/Blog c. PPT Presentation d. APA Paper on Presentation
h. Demonstrate a deeper understanding of additional factors that affect bilingual students' learning of academic content, language, and culture and how these factors involve family and community conditions.	a. Course graded readings and assignments; b. Discussion/Blog c. PPT Presentation d. APA Paper on Presentation
i. E*valuate*, and *analyze* the various types of bilingual education, and *apply* their understandings of curriculum, materials, pedagogical, and programmatic in bilingual education to *problem-solving* approaches to addressing the current underperformance and inequitable schooling of language minority students and English language learners.	a. Course graded readings and assignments; b. Discussion/Blog c. PPT Presentation d. APA Paper on Presentation
j. A*nalyze* the various points made on the effectiveness of bilingual education and *evaluate* different positions and perspectives.	a. Course graded readings, discussions and assignments; b. Discussion/Blog c. PPT Presentation d. APA Paper on Presentation